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Findings are presented from a questionnaire survey of selected statistics of pupil enrollment, number of high school graduates in 1963, percent of students graduating based on grade 10 enrollment, and certain characteristics, such as organization, compulsory school age, pupil mobility, free textbooks, and free kindergartens of large city school systems. The major emphasis of the report is on school holding power. Returns were received from 128 cities, representing 96 per"ent of the total population of cities over 90,000 and 27 percent of the national population according to the 1960 Census data. Findings included: (1) Four-fifths of the school systems were organized on a 6-3-3 basis, (2) The median number of years of compulsory school attendance was 9 years, (3) Forty of the school systems had separate vocational high schools, and half indicated a gain in holding power for vocational schools in the period 1960-63, (4) The holding power rate in 1963 of the combined public school systems in the 128 cities was 70.8 percent based on grade 10 enrollment, (5) 51 percent of the pupils who were enrolled in grade 10 in vocational high schools in 1960 graduated in 1963, (6) The greatest pupil loss in both vocational schools and all systems occurred at grade 10, and (7) Holding power rates were inversely proportional to city size--the larger the city, the lower the holding power. (PS)

olding Power/Large City School Systems

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The tragedy of the dropout problem is its waste of young lives with all the potential and real talents and capabilities they embody.

Holding Power/Large City School Systems

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Holding Power/Large City School Systems

A study of the holding power rates of school systems in 128 large cities, population over 90,000, based on the graduating classes of 1960-1963, inclusive.

by *DANIEL SCHREIBER*

PROJECT: SCHOOL DROPOUTS
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FOREWORD

This report on selected characteristics and school holding power rates of the public school systems in large cities concentrates on specific services offered to pupils and compares the holding power rates for the graduating classes of 1960 through 1963. It is a longitudinal study in that it follows the number of pupils enrolled in grade ten during a given school year through graduation three years later. This study compares the holding power of school systems by population groups and with national norms. In addition, it permits comparisons of a school system with itself over a period of years as well as with other systems.

Almost all previous longitudinal holding power studies, with one exception which involved 14 large city school systems, have been nationwide or statewide, rather than city-wide in scope. Although some individual school systems have done such studies, these are rare, and, unfortunately, have not been brought together in one report. This book attempts to do this for the public school systems in 128 large cities.

ACKNOWLEDGMENTS

The Project on School Dropouts extends its sincere appreciation and gratitude to the superintendents and school personnel who responded to the questionnaire. The names of the respondents and the school systems are listed at the end of this report.

Appreciation is extended to David Hunter and Henry Saltzman of the Ford Foundation, and to Lyle W. Ashby and Lawrence G. Derthick of the National Education Association.

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DANIEL SCHREIBER, DIRECTOR
Project: School Dropouts

June 1964
Washington, D.C.

I. INTRODUCTION

This report presents the findings of a questionnaire survey of selected statistics of pupil enrollment, number of graduates, percent of students graduating based on grade 10 enrollment, and certain characteristics, such as organization, compulsory school age, pupil mobility, free textbooks, and free kindergartens of large city school systems. However, the major emphasis of the report is on school holding power.

In April 1963, the National Education Association's School Dropout Project sent questionnaires (see Appendix C) to superintendents in cities with 90,000 or more populations requesting enrollment data on grade 5 through graduation for the period 1954-1963. To those whose returns were incomplete or from whom no response was forthcoming, a second copy of the questionnaire was sent in July 1963. Also, since the first questionnaire asked for the estimated number of June 1963 day high school graduates, a second questionnaire (see Appendix C) asking for the exact number was sent to all superintendents.

Returns were received from 128, or 85.3 percent, of the 150 cities. According to the 1960 Census data, the combined population of the 128 cities represents 96 percent of the total population of cities over 90,000, and 27 percent of our national population.

For purposes of this report, the large cities were divided into four groups by population as of 1960. A separate section of this report is devoted to the five cities with population over one million.

Group A - population 600,001 or more
Group B - population 300,001 to 600,000
Group C - population 200,001 to 300,000
Group D - population 90,001 to 200,000

The total number of school systems reporting are summarized in Table 1.

Returns were received from all 16 of the school systems in cities of 600,001 or more population; 25 of 26 school systems in cities with populations of 300,001 to 600,000; 16 of the 19 school systems in cities with populations of 200,001 to 300,000; and 71 of 89 school systems in cities with populations of 90,001 to 200,000. The sample includes 85.3 percent of all school systems in cities whose population exceeds 90,000. 1/

TABLE 1.--RETURNS OF SURVEY OF LARGE CITY SCHOOL SYSTEMS

Group 1	Population, 1960 Census 2	Total number of cities 3	Number of respondents 4	Percent of systems responding 5
A................	600,001 or more	16	16	100.0%
B................	300,001-600,000	26	25	96.2
C................	200,001-300,000	19	16	84.2
D................	90,001-200,000	89	71	79.8
Total............	Over 90,000	150	128	85.3%

1/ The only previous holding power survey of large school systems is reported in Retention in High Schools in Large Cities, Bulletin 1957, No. 15, 29 p., written by David Segal and Oscar J. Schwarm, U.S. Department of Health, Education and Welfare, Office of Education, in which 14 cities with populations over 200,000 made up the sample.

Holding Power

Definition

The holding power of a school or a school system is indicated by noting the number of pupils who entered grade 10 in a given year and the number who graduated three years later. The rate of holding power is determined by dividing the number who graduated by the number who entered grade 10. Essentially this is the method employed by the U.S. Office of Education in calculating school retention rates 2/.

Method of Calculation

Originally the Project study intended to follow the method used by the U.S. Office of Education and start with grade 5 enrollment as the base for calculating the rate. The value of this is self-evident since it would permit meaningful comparisons of data collected in the same manner. The grade-5 base method of calculation assumes that there are fewer pupils enrolled in the next higher grade than were enrolled in the preceeding grade, and that this phenomenon occurs from grade 5 through graduation. For the nation as a whole, this assumption is valid and true.

However the Project: School Dropouts soon found this assumption to be untenable for the large city school systems because many cities indicated a larger enrollment in grade 7 than in grade 5. The Project then thought it would use grade 9 as the base, a method also used by the U.S. Office of Education, but the same statistical inconsistency was found--more pupils in grade 10 than in grade 9. It is because of these enrollment anomalies and because the number of pupils in successive grades starting with grade 10 decreases that this study of the large city school systems uses grade 10 as the base for calculating holding power.

Some possible reasons for the greater enrollment in grade 7 than in grade 5, and grade 10 than in grade 9 are: (1) Some parochial and private school systems do not have junior or senior high schools and hence transfer their pupils to the public schools at the completion of their schooling. (2) Very few parochial and private schools offer vocational education. Pupils who want this type of program transfer to the public schools at the end of grade 8. (3) Pupils expelled or excluded from private and parochial schools must be accepted by public schools under compulsory attendance laws. (4) Some independent public school systems do not operate secondary schools. Their pupils are transferred, on a contract basis, to large city schools.

School systems which have more in than out transfers will have a higher holding power than is justified while in those cities where the reverse is true, the rate will be lower. The reader is cautioned to consider this when comparing the holding power rates of different cities.

Also, cities evidencing higher holding power rates do not necessarily have better instructional or guidance programs than those with lower rates. Since grade 10 is the initial grade in this study, it follows that cities which have a large number of dropouts prior to grade 10 may appear to have a higher holding power ratio than those cities which have a low incidence of dropouts prior to grade 10. To illustrate, School Systems A and B had 2,000 pupils in membership in grade 9, and each graduated 1,000 pupils four years later. However, System A had 500 dropouts in grade 9 - while System B had none. Then, since the respective enrollments in grade 10 were 1,500 and 2,000, the base for computations, the holding power rates were 66.6 and 50 percent. However, if grade 9 were taken as the base the holding power rates would be the same for both systems. The reader is cautioned to take this into consideration when drawing inferences as to superiority of a school system.

Compensations and Adjustments

When reading the holding power rates in this report, it is advisable to keep in mind that the base used was grade 10. The Bienniel Survey of Education in the United States, 1960-62 published by the U.S. Office of Education shows a national holding power rate of 63.6 percent based on grade 5. The Project's calculations based on this report indicate that 14.5 percent of the dropouts occur between grades 5 and 10. Also, if grade 9 is used as the base, then 5 percent

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2/ Grant, W. Vance. "Holding Power of U.S. Schools Rises." School Life 45:35; November 1962.

of the dropouts occur in grade 9. The reader can if he wishes to calculate holding power rates based on grade 5 or 9 subtract 14.5 or 5 percent respectively from the rates shown in the Tables in this report.

Number of High Schol Graduates

The large city schools were asked to report the number of day senior high school graduates. In a few cities where separate records of the number of day, evening and/or equivalency high school graduates are not kept, the system reported the grade total. This led in some instances to a situation where the number of graduates exceeds or is very close to the number of students in grade 12. Where this is obvious or evident, we have so indicated.

PART 1

SELECTED CHARACTERISTICS OF LARGE CITY SCHOOL SYSTEMS

HIGHLIGHTS

- One-seventh of the public school systems of the large cities do not provide free textbooks to elementary school pupils.
- One-fourth of the school systems do not provide free textbooks to secondary school pupils.
- Three-tenths of the school systems do not provide free kindergarten classes.
- Four-fifths of the school systems are organized on a 6-3-3 basis.
- Almost two-thirds of the school systems that reported on pupil mobility stated that more pupils transferred out of the system than transferred in.
- The most common compulsory "school attendance" age span is 7 to 16 years.
- The median number of years of compulsory "school attendance" is nine years.
- Only 12 school systems, less than 10%, require 12 years of compulsory school attendance.
- A little less than one-third of the 128 large-city school systems have separate vocational high schools.
- Although more than one-half of the school systems in cities with population greater than 600,000 have separate vocational high schools, only one-fourth of the systems in cities with a population range 90,001-200,000 have such schools.
- One out of every 13, 7.6%, grade ten pupils was enrolled in a separate vocational school in 1960-61.

II. SELECTED CHARACTERISTICS OF LARGE CITY SCHOOL SYSTEMS

Grade Organization

An overwhelming number of large city school systems--78.1 percent, or approximately 4 out of 5 reported that they had a 6-3-3 organization. This held true for the different groups with a range from 72.0 (Group B) to 87.5 percent (Group A). The next most prevalent type of organization reported is the 8-4 system. Sixteen, or 12.5 percent, reported being organized on this basis. Less than 10 percent, or 12 school systems, have organizations different from these two. They varied: Eight had a 6-2-4, three a 7-5, and one a 6-6 system. The percent of systems having a 6-3-3 grade system is shown in column 9 of Table 2.

Chicago, Ill. and St. Louis, Mo. are the only two systems in cities with population over 600,001 that have an 8-4 organization. Rochester, N.Y. is the only school system that operated on a 6-6 basis.

A complete list of school systems which have grade organizations different from the 6-3-3 organization is shown in Table B of Appendix B.

Compulsory School Attendance Ages

Compulsory "school attendance" ages are usually mandated by state laws. At the present time, such laws exist in 47 states, while three states, Mississippi, South Carolina, and Virginia, have none. However, local school systems, if they wish, may permit children to enter school at an earlier age or leave at a later age. For example, a school system may permit pupils to enter kindergarten or grade 1 at age 5 or 6 although the state law mandates age 8 as the minimum age. Similarly, it may permit students to remain to age 21 although the mandated age is 16. The discussion and the tables that follow are based on mandated, not permissive, age limits. 1/

Minimum Age

The median minimum age of compulsory "school attendance" is 7 years. Seventy cities, or approximately 55 percent, reported this age. The range was from 5 years (2 cities) to 8 years (22 cities). No city with a population greater than 200,000 has a minimum age below 6 years. Table 3 summarizes

TABLE 2.--GRADE ORGANIZATION OF 128 LARGE CITY SCHOOL SYSTEMS

Group	Population	Number reporting	6-3-3	8-4	6-2-4	7-5	6-6	Percent having 6-3-3
1	2	3	4	5	6	7	8	9
A...........	600,001 or more	16	14	2	---	---	---	87.5%
B...........	300,001-600,000	25	18	4	---	2	1	72.0
C...........	200,001-300,000	16	13	2	1	---	---	81.3
D...........	90,001-200,000	71	55	8	7	1	---	77.5
Total.......	Over 90,000	128	100	16	8	3	1	78.1%

1/ For a fuller discussion, see: Umbeck, Nelda. State Legislation on School Attendance and Related Matters. U.S. Department of Health, Education, and Welfare, Office of Education, Circular No. 615, Washington, D.C.: Government Printing Office, January 1960. 33 p.

TABLE 3.--MINIMUM COMPULSORY "SCHOOL ATTENDANCE" AGE

Group	Number reporting	Years of age				Not reported
		5	6	7	8	
1	2	3	4	5	6	7
A	16	---	5	7	4	---
B	25	---	5	14	4	2
C	16	---	4	9	2	1
D	71	2	13	40	12	4
Total	128	2	27	70	22	7

the minimum age by groups. The list of individual school systems and minimum "compulsory attendance" age is shown in Table C of Appendix B.

Maximum Age

The median maximum age of compulsory "school attendance" is 16. Eighty-five cities, or 66.4 percent, of the systems reported this age. The range was from 14 years (1 city) to 18 years (22 cities). No city with a population greater than 200,000 permits a child to leave school before age 16. The maximum ages are summarized by groups in Table 4 and reported by systems in Appendix B, Table D.

Age Span

The most common age span within which "attendance at school" is required is 7 to 16. Fifty-nine cities, or a little less than 50 percent, fall in this category. However, the range in compulsory age span is much greater than the range in minimum or maximum ages. The age span varies from 5-15 (1 city) to 8-18 (9 cities). For cities in Group A, the range was from 6-16 to 6-18. The compulsory attendance age span by groups is reported in Table 5 and listed by systems in Appendix B, Table E.

Years of Compulsory "Attendance"

The number of years of "compulsory attendance" as determined by the compulsory age span varies from 8 years (10 cities) to 12 years (10 cities), the most frequent number of years is 9. Fifty-nine, or slightly less than 50 percent, fall into this category. This holds true for all groups. All these cities have an age span of 7-16 years. Only

TABLE 4.--MAXIMUM COMPULSORY "SCHOOL ATTENDANCE" AGE

Group	Number reporting	Age in Years					Not reported
		14	15	16	17	18	
1	2	3	4	5	6	7	8
A	16	---	---	12	2	2	---
B	25	---	---	13	3	7	2
C	16	---	---	10	1	4	1
D	71	1	1	50	6	9	4
Total	128	1	1	85	12	22	7

12 systems, less than 10 percent require 12 years of compulsory schooling. Table 6 summarizes by groups the years of required attendance and the list of systems is shown in Appendix B, Table E.

Modifications in Maximum School Attendance Age

Practically all state laws contain some exemption to the age requirements for "school attendance" which are followed by local school systems. One of the most common exemptions is that the child be 14 or 16 years of age, have completed the eighth grade, and have written promise of lawful employment from an employer 2/. For the large city schools the most frequent exemption is attainment of age 16. One hundred and one, or 78.9 percent, of the school systems fall in this category. Ten cities permit pupils to leave at age 14 while 3 cities, all in California, Sacramento, Berkeley, and Torrance, do not waive the 18-year age limit. Table 7 summarizes by groups the age modifications.

Free Textbooks

Free textbooks are supplied by 111, or 86.7 percent, of the large city school systems to pupils in the elementary grades. For this section, elementary grades include grades 1 through 8. For secondary school (grades 9 through 12) the number drops to 95 or approximately 75 percent. To put it another way, 1 out of 7 school systems does not supply free textbooks to elementary-school pupils while 1 out of 4 does not supply free textbooks to secondary-school students. Also, the 15 cities which do not provide free textbooks to elementary-school

TABLE 5.--COMPULSORY "ATTENDANCE AGE" SPAN

		Minimum - maximum ages											
Group	Number reporting	5-15	5-16	6-14	6-16	6-18	7-16	7-17	7-18	8-16	8-17	8-18	Not reported
1	2	3	4	5	6	7	8	9	10	11	12	13	14
A..........	16	---	---	---	4	1	6	---	1	2	2	---	---
B..........	25	---	---	---	1	4	10	3	1	2	---	2	2
C..........	16	---	---	---	2	2	7	1	1	1	---	1	1
D..........	71	1	1	1	9	3	36	4	---	4	2	6	4
Total.....	128	1	1	1	16	10	59	8	3	9	4	9	7

TABLE 6.--NUMBER OF YEARS OF COMPULSORY "SCHOOL ATTENDANCE"

		Number of years					
Group	Number reporting	8	9	10	11	12	Not reported
1	2	3	4	5	6	7	8
A.............	16	2	6	4	3	1	---
B.............	25	2	10	6	1	4	2
C.............	16	1	7	4	1	2	1
D.............	71	5	36	20	3	3	4
Total........	128	10	59	34	8	10	7

2/Ibid

TABLE 7.--AGE MODIFICATIONS IN MAXIMUM SCHOOL ATTENDANCE AGE

Group	Number reporting	Age					Not reported
		14	15	16	17	18	
1	2	3	4	5	6	7	8
A............	16	2	---	13	---	---	1
B............	25	4	---	19	1	---	1
C............	16	1	1	13	---	---	1
D............	71	3	2	56	1	3	6
Total........	128	10	3	101	2	3	9

TABLE 8.--FREE TEXTBOOKS PROVIDED FOR PUPILS

Group	Number reporting	School level a/			
		Elementary b/		Secondary c/	
		Yes	No	Yes	No
1	2	3	4	5	6
A................	16	16	---	14	2
B................	24	22	1	17	7
C................	16	15	1	11	5
D................	71	58	13	53	18
Total...........	127	111	15	95	32

a/ School level - elementary: grades 1-8; secondary: grades 9-12.
b/ No information: Phoenix, Ariz., Rochester, N.Y.
c/ No information: Rochester, N.Y.

pupils, do not provide them to secondary-school students either. Six of these cities are in Indiana and three are in Kansas.

The cities which do not supply free testbooks to students are listed in Appendix B, Table F, and a summary by groups is given in Table 8.

Free Kindergartens

Free kindergartens as an integral part of the school system are conducted by 90, or 70.3 percent, of the 128 large school systems. In Group A 15 of the 16 cities had such classes; in Group B, 17; in Group C, 9 of 16; and in Group D, 49. Looking at this from another angle, we see that approximately 3 out of 10 large city school systems, 36, do not provide free kindergartens. Ten of these cities are in Texas, three are in Alabama, and three are in North Carolina. Table 9 summarizes by groups those systems that offer free kindergarten classes. A list of cities which do not offer these classes is shown in Appendix B, Table G.

Pupil Enrollment

More than 8.7 million children, representing slightly more than one-fifth of the nation's elementary- and secondary-school population of 38.6 million, were enrolled in the 128 large city schools in 1962-1963.

TABLE 9.--FREE KINDERGARTEN CLASSES

Group	Number reporting	Free Kindergarten a/ Yes	No
1	2	3	4
A	16	15	1
B	25	17	6
C	16	9	7
D	71	49	22
Total	128	90	36

a/ No information: Phoenix, Ariz.; Rochester, N.Y.

As was expected more pupils were enrolled in the elementary grades than in the secondary grades for the total sample and for individual systems, except for Cleveland, Ohio, and Utica, N.Y.

The number of pupils in the public schools of New York was slightly less than the total number in Chicago, Philadelphia, and Detroit combined, 1,037,426 to 1,044,409. It exceeded the total population of Baltimore, the sixth largest city in the United States according to the 1960 Census.

The school systems in the 16 largest cities enroll almost 4 million pupils or 45.5 percent of the total enrollment in the 128 large systems. Table 10 summarizes this information by groups.

Pupil Mobility

Pupil mobility for this report is defined as the number of pupils who transfer into and out of a school system from other school systems. The latter systems may be situated in the same state or in different states, although it is possible for a private or parochial school to be situated in the same city. Again, for purposes of this report, transfers of pupils from one school to another school in the same city system are excluded.

Only 75 of the 128 large city school systems reported pupil mobility. Forty-seven, or 62.7 percent, of the 75 indicated a greater annual pupil loss than gain - more transfers out than transfers in.

The largest pupil mobility occurred in Los Angeles, where the annual total was more than 100,000: 51,841 in and 50,865 out. The number of transfer pupils who have to be oriented and absorbed into the Los Angeles school system annually is approximately equal to one-tenth of its entire school population, and exceeds the public-school enrollment of Louisville, Kentucky.

In Group A, New York City is second to Los Angeles with a pupil mobility of approximately 75,000: 37,432 in and 39,864 out for a loss of 2,432 in 1962-63. Pittsburgh, Pa., with 10,011, recorded the least pupil mobility. Washington, D.C. gained 2,685 pupils and Philadelphia had a net loss of 5,453. Six of the 10 Group A cities lost more pupils than they gained.

TABLE 10.--PUPIL ENROLLMENT

Group	Number reporting	School enrollment Elementary	 Secondary	 Total
1	2	3	4	5
A	16	2,474,084	1,520,825	3,994,909
B	24	1,142,099	669,010	1,811,109
C	16	673,189	399,096	1,072,285
D	69	1,148,300	749,903	1,898,203
Total	125 a/	5,437,672	3,338,834	8,776,506

a/ Information not available: Phoenix, Ariz. elementary schools; New Bedford, Mass., Santa Ana, Calif., elementary and secondary schools.

List of School Systems

A complete and detailed list of the school systems and the characteristics discussed in this chapter is shown in Appendix B, Table A.

PART 2

HOLDING POWER RATES

HIGHLIGHTS

All High Schools

- The holding power rate of the Class of 1963 of the combined public school systems in the 128 large cities was 70.8 percent based on grade 10 enrollment. This compares with the national average of 76 percent.
- Since 1961, there has been a steady and substantial increase in school holding power, from 68.3 percent to 70.8 percent, for a gain of 2.5 percentage points. However, since there was a decrease of 1.1 percentage points from 1960 to 1961, the increase over 1960 is only 1.6 percent. Only one city had a holding power rate of less than 50 percent for 1963.
- Holding power rates are inversely proportional to size of city--the larger the city the lower the holding power rate. Difference of almost 10 percentage points (Class of 1963) exists between school systems in Group A and Group D.
- The chances that a pupil who enters grade ten in a large city high school will graduate is 70 out of 100. However, if he remains in school until grade 12, his chances for graduation jump to 94 out of 100.
- One out of eight pupils in grades 10 and 11, respectively, left before graduating, but only one out of 16 in grade 12.
- In cities with a population over 600,000 the chances that a grade ten student will graduate is two out of three. In cities with a population between 90,000 and 200,000, the chances are three out of four.

Vocational High Schools

- A little more than one-half (51.0%) of the pupils who were enrolled in grade ten in vocational high schools in 1960 graduated three years later.
- 1963 was the first year of the four years studied in which the vocational high schools graduated more pupils than left before graduating.
- More than one-fourth of pupils entering grade ten did not complete the grade.
- Of the students who left before graduating, more than half (56.8%) left during grade ten.

All High Schools—Vocational High Schools

- Holding power rates of all high schools exceeded the rates of separate vocational high schools in each of the four years.
- For the Class of 1963, there was a difference of 19.8 percentage points; all high schools 70.8 percent, and vocational schools 51 percent.
- In 1960, one out of every 13 pupils was enrolled in grade ten in a vocational high school. In 1963, one out of every 18 graduates was a vocational high school graduate.
- For both types of schools, the greatest number left in grade ten.
- The probability that a pupil who is enrolled in grade ten will graduate is seven out of ten. But if he is enrolled in a vocational high school, his chances are five out of ten.

III. HOLDING POWER — GRADUATING CLASS OF 1963

This chapter discusses the holding power of the school systems for the graduating class of 1963, and the loss, by grades, that occurs as the pupils progress from grade 10 through graduation. Holding power for the total group, as well as for individual cities, was found by comparing the number of pupils who entered grade 10 in 1960-61 with the number who graduated in 1963, three years later. The rate of holding power was calculated by dividing the number who graduated by the number enrolled in grade 10. A full discussion of the method of calculation, the reason for using grade 10 as the base, and the difficulties encountered, can be found on page 13.

Number and Percent Graduating

Of the 511,414 pupils enrolled in grade 10 in 1960 in the high schools of the 128 large cities, 362,045 graduated in 1963. The percentage of pupils who graduated, or the holding power rate, was 70.8 percent. A comparison of this rate with the national rate of 76.0 [1] percent showed that the large cities as a group fell below the national rate by 5.2 percentage points.

Only Group D cities exceeded the national average, 76.3 to 76.0 percent, and this by a fraction of a percentage point.

In general, the holding power rates are inversely proportional to the size of the city --the larger the city the lower the holding power rate. The smaller large cities, those with populations of 90,001 to 200,000, have a rate almost 10 percentage points higher than the 16 largest cities. The rates are 76.3 percent for Group D school systems, and 66.8 percent for Group A school systems. Every school system, except Albany, N.Y., graduated more than 50 percent of the number who three years earlier were enrolled in grade 10. Table 11A lists the holding power rates by group. A complete list of school systems and their holding power rates are shown in Appendix A, Table A.

An Apparent Anomaly

There are some apparent inconsistencies in Table A of Appendix A which affect the totals in Table 11A, Large City Holding Power Rates. Twenty-two cities indicated either more high-school graduates than there were day students in grade 12, or the number of graduates was slightly less than the number of seniors. When this was discovered by the Project, a letter (see Appendix C) was sent asking the school systems to clarify the inconsistencies. The letter stated, "If this has been caused by an error in transcription, will you please make the necessary corrections ...If there are other reasons for the apparent anomaly, will you please let us know."

Only a few systems indicated that the error was a mistake in transcription. Twenty systems notified us that this phenomenon was due to one or more reasons. Essentially, the reason was that some pupils who were not counted as seniors did receive their diplomas, and hence were counted as graduates. They came from the following groups:

1. Summer school pupils.
2. Pupils in grade 11 who were allowed to accelerate.
3. Pupils from "ungraded classes."
4. Pupils in cooperative education programs.
5. Pupils in vocational education programs.
6. Pupils who were held over in grade 11 because of the uncertainty of their graduating with their class, were allowed to make up deficiencies and did graduate.

Pupil Loss by Grade

Almost 150,000 pupils of the slightly more than 500,000 who were enrolled in grade 10 in the 128 large city schools in 1960 did not graduate in 1963. The number who left in grade 10 exceeded the number who left in grades 11 and 12, respectively. However, the numbers who left grades 10 and 11 were almost equal--64,012 and 62,596. Tables 11A and 11B are complementary and should be read together.

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[1] Calculated by Project: School Dropouts on the basis of the figures reported by the U.S. Office of Education in a mimeographed release, HEW-Z68, January 1964, "In 1962-63 71 percent of the number that entered the ninth grade four years earlier, remained to graduate," c.f. an article: Grant, W. Vance, "Holding Power in U.S. Schools." School Life. 45:35; November 1962.

The percentage of 76.0 is a minimum figure. The NEA Research Bulletin of February, 1964, p. 15, states that 72.7 percent of the 1959-60 ninth-graders graduated in 1963.

Among pupils who were enrolled in grade 10 in 1960, and who did not remain to graduate, the rate of leaving for each grade level was: 42.8 percent in grade 10, 42.1 percent in grade 11, and 15.1 percent in grade 12. For the United States, the distribution of dropouts by grade and percent were: grade 10, 41.4 percent; grade 11, 36.7 percent; and grade 12, 21.9 percent. (U.S. figures are for the year 1962 and are based on public and nonpublic schools and include the 48 states and the District of Columbia.)

Cities in Groups B and C tended to hold their pupils longer in school. A little more than three-fourths of those who left, left in grades 10 and 11, 77.0 and 78.6 percent, respectively. In Group D a little more than 8 out of 10 left during these two grades, while in Group A, the 16 largest cities, 9 out of 10 who left did not complete grade 11. (Table 12)

Probability of Not Graduating

The probability that a student who enters grade 10 in the 128 large city schools will not graduate is 3 out of 10 (29.2 percent). This compares with a national rate of 1 out of 4 (24.0 percent).

Probability of Remaining in School at Different Grade Levels

One out of every eight pupils (12.5 percent) who was enrolled in grade 10 was not enrolled in grade 11 a year later. For those who entered grade 11, it was slightly more than one out of 8 (14.0 percent); and for those who entered grade 12, the chance of their not graduating was 1 out of 16 (5.9 percent.)

If this is translated into holding power rate, 87.5 percent of the students who are enrolled in grade 10 remain to enter grade 11; 86.0 percent of these continue on to grade 12, and of those who enter grade 12, 94.1 percent go on to graduate.

For the United States as a whole, the chances that a student will not remain in school at a given grade are: grade 10, 1 out of 10 (10.6 percent); grade 11, 1 out of 10 (10.5 percent); and grade 12, 1 out of 14 (7 percent). Translating this rate into holding power rate, 89.4 percent of the students in grade 10 will continue on in school; 89.5 percent in grade 11 will continue, and 93 percent in grade 12 will graduate.

Graduates Per 1,000 Enrolled in Grade 10

It is extremely difficult, time consuming, and cumbersome to compare the holding power of different school systems on the basis of the number enrolled, because of the wide range in school enrollment. For example, New York City had 78,929 pupils in grade 10 in 1960 while Fall River, Mass., had 961. Since discriminating comparisons are best made when the statistics are stated in a uniform and universal manner, Table 13 has been included. The table lists the number of pupils remaining at each grade through graduation for every 1,000 pupils who were enrolled in grade 10. The holding power rate was computed by equating grade 10 enrollment to 1,000 and then calculating the enrollment of the successive grades through graduation as a proportion of 1,000.

For every 1,000 pupils who were in grade 10 in the 128 large city high-schools, 708 graduated 3 years later in 1963. This compares with 744 for the country as a whole in 1962, and 760 in 1963.

In Group A, 668 students graduated. In Group B, there were 728 graduates, while in Groups C and D there were 737 and 763, respectively. The number of graduates per 1,000 was inversely related to the size of the city. The smallest cities had the highest holding power.

The list of individual cities appears in Table B of Appendix A.

Number Leaving Before Graduation

For every 1,000 pupils who were enrolled in grade 10 in the 128 large city school systems in 1960-61, 292 left before graduating. The number who left in grade 12 was approximately one-third of the number who left in grade 10, 44 to 125. For the nation as a whole, the number leaving per 1,000 grade 10 enrollment was 256 and 240 for the graduating classes of 1962 and 1963, respectively.

TABLE 11A.--HOLDING POWER RATE OF 128 LARGE CITY SCHOOL SYSTEMS BY GROUP [a]

ALL HIGH SCHOOL GRADUATES: CLASS OF 1963

Holding Power is defined as the percent that the number of pupils who graduated in 1963 is of the grade 10 enrollment in 1960.

Group	Population of group	Number of cities reporting	Grade 10, 1960	Grade 11, 1961	Grade 12, 1962	Number graduating 1963	Percent graduating 1963
1	2	3	4	5	6	7	8
A	600,001 or more	16	243,825	207,956	171,090	162,768	66.8%
B	300,001-600,000	25	99,886	89,293	78,979	72,715	72.8
C	200,001-300,000	16	54,633	48,700	43,339	40,267	73.7
D	90,001-200,000	71	113,070	101,453	91,398	86,295	76.3
Total .	Over 90,000	128	511,414	447,402	384,806	362,045	70.8%
U.S.[b]		---	---	---	---	1,711,000	76.0%

[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from non-public schools.

[b] Calculated on the basis of figures from the U.S. Office of Education mimeograph release dated January 1964. "Public high schools graduated 1,711,000 in 1962-63, 71 percent of the number that entered ninth grade four years earlier."

TABLE 11B.--LOSS IN NUMBER OF PUPILS BY GRADES FROM GRADE 10 THROUGH HIGH SCHOOL GRADUATION
(September 1960-June 1963)

Group	Population of group	Number of cities reporting	Loss in number of pupils by grades			Total decrease grades 10-12	Percent not graduating from reporting systems
			Grade 10, 1960-61	Grade 11, 1961-62	Grade 12, 1962-63		
1	2	3	4	5	6	7	8
A	600,001 or more	16	35,869	36,866	8,322	81,057	33.2%
B	300,001-600,000	25	10,593	10,314	6,264	27,171	27.2
C	200,001-300,000	16	5,933	5,361	3,072	14,366	26.3
D	90,001-200,000	71	11,617	10,055	5,103	26,775	23.7
Total .	Over 90,000	128	64,012	62,596	22,761	149,369	29.2%

TABLE 12.--PERCENT OF PUPILS WHO LEFT SCHOOL BY GRADE a/

(September 1960-June 1963)

Group 1	Grade 10 2	Grade 11 3	Grade 12 4	Total 5
A	44.3%	45.4%	10.3%	100.0%
B	39.0	38.0	23.0	100.0
C	41.3	37.3	21.4	100.0
D	43.5	37.6	18.9	100.0
Total	42.8%	42.1%	15.1%	100.0%
U.S. b/	41.4%	36.7%	21.9%	100.0%

a/ Table is to be read: For every 100 students who dropped out before graduating, 43 dropped out in grade 10, 42 in grade 11, and 15 in grade 12.

b/ The U.S. figures are reported biennially; consequently the most recent figures available as presented here are for the graduating class of 1962 based on grade 10 enrollment in 1959. Adopted from: Grant, W. Vance, "Holding Power in the U.S. Schools" School Life, 45:35; November 1962.

TABLE 13.--HOLDING POWER RATE OF 128 LARGE CITY SCHOOL SYSTEMS BY GROUP a/

ALL HIGH SCHOOL GRADUATES: CLASS OF 1963

NUMBER OF GRADUATES IN 1963 PER 1,000 PUPILS ENROLLED IN GRADE 10

Group 1	Population of group 2	Number of cities reporting 3	Grade 11, 1961 4	Grade 12, 1962 5	Graduates, 1963 6
A	600,001 or more	16	853	702	668
B	300,001-600,000	25	894	791	728
C	200,001-300,000	16	891	793	737
D	90,001-200,000	71	897	808	763
Total	Over 90,000	128	875	752	708
U.S. b/		---	894	800	744
U.S. c/		---	---	---	760

a/ The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from non-public schools.

b/ The U.S. figures are reported biennially; consequently the most recent figures available as presented here are for the graduating class of 1962 based on grade 10 enrollment in 1959. National figures are based on data from 48 states and Washington, D.C. and appear in School Life, November 1962. p. 9.

c/ HEW - Z68, op.cit.

TABLE 14.--DECREASE IN NUMBER OF PUPILS BY GRADE [a]
from GRADE 10 THROUGH HIGH-SCHOOL GRADUATION
(September 1960-June 1963)

NUMBER OF PUPILS PER 1,000 ENROLLED IN GRADE 10 WHO LEFT SCHOOL, BY GRADE AND YEAR

Group	Grade 10	Grade 11	Grade 12	Total
1	2	3	4	5
A	147	151	34	332
B	106	103	63	272
C	109	98	56	263
D	103	89	45	237
Total	125	123	44	292
U.S. [b]	106	94	56	256
U.S. [c]	---	---	--	240

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[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools.

[b] The U.S. figures are reported biennially; consequently the most recent figures available as presented here are for the graduating class of 1962 based on grade 10 enrollment in 1959. National figures are based on data from 48 states and Washington, D.C., and appear in School Life, November 1962, p. 9.

[c] HEW - Z68, op.cit.

IV. CHANGES IN HOLDING POWER RATES

1960-1963 Inclusive

The holding power rate of the Nation's schools has increased during the past decade. The percent of 1949 ninth-grade pupils who graduated in 1952 was 61.6 percent while the percent of 1959 ninth-grade pupils who graduated in 1962 was 69.2 percent 1/. Yet, despite this increase in holding power, or decrease in dropout rate, concern about the school dropout has heightened rather than lessened. In August 1963, President Kennedy held a press conference on school dropouts, and only recently a U.S. Senator introduced a bill in Congress titled The High School Dropout Act of 1964.

The origin of an intensified interest at the national level to diminish the number of school dropouts can be traced to two significant events which occurred in 1961. At that time the National Committee for Children and Youth sponsored an invitational conference on UNEMPLOYED, OUT OF SCHOOL YOUTH IN URBAN AREAS. In his keynote address to the conferees, Dr. James B. Conant first used his phrase, SOCIAL DYNAMITE, to describe the seriousness of this problem 2/. The same year, a 3-year Project on School Dropouts was initiated by the National Education Association under a grant from the Ford Foundation. While other agencies, both public and private, have been instrumental in seeking approaches of positive dimension, the National Committee for Children and Youth and the Project: School Dropouts have perhaps stimulated the greatest concern and action on national, state and local levels. In order to ascertain whether these efforts have been effective, the Project undertook this study of school holding power, with special emphasis on the period 1961 through 1963.

Whether there has been an increase or decrease in holding power rate during the time interval in question can best be determined by juxtaposition of rates. A common base of 1,000, derived from grade 10 enrollment, was used for calculation in order to permit meaningful comparisons among the cities. Table 15 contains data on the number of graduates for the years 1960 through 1963 who three years earlier were enrolled in grade 10.

Changes in Rate

In 1961, the systems as an aggregate, sustained a decrease in holding power over their 1960 rate from 692 to 683. The number of graduates in 1962 and 1963 depicts a steady and continuing rise, possibly a trend, in holding power as evidenced by the fact that 687 and 708 pupils graduated during these years. Holding power for the class of 1963, 708, represented an increase of 25 graduates per 1,000 grade 10 enrollments over the 683 rate of the class of 1961. (See Table 15)

A higher holding power rate for 1963 than 1960 was achieved by all groups except Group C, where the difference was 1 per 1,000. Gains for this period were made by 81 (63.3 percent) of the systems participating in the study; the greatest improvement was shown by Group A which increased its rate by 20 graduates per 1,000. Although three of the four groups bolstered their rate over the four year interval, all groups sustained a holding power loss in 1961 when compared to their 1960 rate. Therefore, the greatest growth in holding power occurred between 1961 and 1963 during which time 94 (73.4 percent) of the systems, and all of the groups made gains. In Group A, 14 of the 16 systems improved their rate during the past two years. (Appendix A, Table C)

U.S.—128 City-Systems

For the period 1960 to 1963, the growth change in holding power rate was the same for the nation's schools as it was for the large city systems, 16 per 1,000. However, between 1962 and 1963, the rate of increase for the large city systems exceeded the national rate by 5 per 1,000.

1/ Grant, W. Vance. "Holding Power of U.S. Schools Rises." School Life. 45:35; November 1962.

2/ Conference on Unemployed, Out of School Youth in Urban Areas. Social Dynamite. Washington, D.C.: National Committee for Children and Youth, 1961. p. 26.

TABLE 15.--HOLDING POWER RATE OF 128 LARGE CITY SCHOOL SYSTEMS BY GROUP a/

1960-1963 INCLUSIVE

NUMBER OF GRADUATES PER 1000 WHO WERE ENROLLED IN GRADE 10
THREE YEARS PREVIOUS TO YEARS SPECIFIED

Group	Population of group	Number of cities reporting	Graduating class of 1960	1961	1962	1963
1	2	3	4	5	6	7
A	600,001 or more	16	648	638	638	668
B	300,001-600,000	25	718	705	713	728
C	200,001-300,000	16	738	730	735	737
D	90,001-200,000	71	750	742	747	763
Total	Over 90,000	128	692	683	687	708
U.S.		---	744 b/		744 b/	760 c/

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a/ The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from non-public schools.

b/ The most recent biennial rates of holding power for the nation (comprising 48 states and Washington, D.C.) are for 1960 and 1962. Figures presented here are based on grade 10 enrollment through senior high-school graduation as reported by the U.S. Office of Education in School Life, November 1962. p. 9.

c/ Calculated by the Project: School Dropouts on the basis of the figures reported by the U.S. Office of Education in a mimeographed release, HEW-Z68, January 1964.

V. VOCATIONAL HIGH SCHOOLS

During the past several years there has been much discussion as to the relative value of having separate vocational schools as part of a public school system. Proponents have maintained that more youth would remain in school to graduate if such programs were available. In order to ascertain, and then later compare the holding power rates of these vocational schools with regular high schools, the following questions appeared on the questionnaire: "If you have separate vocational high schools (grades 9-12 or 10-12), please complete the following: and, "What were the TOTAL number of graduates from these schools, as of June, for each of the following school years?"

Number and Percent of School Systems

Approximately one-third of the reporting large city school systems, 40 out of 128, have separate vocational high schools.

The largest percent of school systems with separate vocational schools is found in Group A, cities with populations over 600,000. More than one-half of these cities (56.3 percent) have vocational schools. The percentage decreases as the population of the city decreases. For Group B, it is 32 percent; Group C, 31.3 percent; and Group D 25.4 percent. Table 16 lists by groups the number and percent of systems that have separate vocational high schools.

Enrollment in Vocational High Schools

During the school year 1960-61, 38,744 pupils were enrolled in grade 10 in vocational high schools (graduating class of 1963). This represents 7.6 percent of the total grade-10 enrollment of the reporting schools for that year. Or, to put it another way, 1 out of every 13 grade-10 pupils was attending a vocational high school. Although the schools in Group A cities accounted for less than one-half (47.7 percent) of the total grade-10 enrollment, they accounted for approximately two-thirds (63.8 percent) of the vocational school enrollment. The smaller large cities, which enrolled more than one-half of all grade 10 pupils (52.3 percent), enrolled slightly more than one-third of the vocational high school students (36.2 percent).

The ratio of pupils who attended separate vocational high schools (grade 10, 1960-61) are: Group A, one out of 10 (10.1 percent);

TABLE 16.--NUMBER AND PERCENT OF REPORTING SCHOOL SYSTEMS

WITH SEPARATE VOCATIONAL HIGH SCHOOLS,

JUNE 1963

Group 1	Population of group 2	Number of systems 3	Number with separate vocational high schools 4	Percent with separate vocational high schools 5
A	600,001 or more	16	9	56.3%
B	300,001-600,000	25	8	32.0
C	200,001-300,000	16	5	31.3
D	90,001-200,000	71	18	25.4
Total	Over 90,000	128	40	31.3%

TABLE 17.--ENROLLMENT IN VOCATIONAL HIGH SCHOOLS

Number and percent of pupils who were enrolled in Vocational High Schools - Grade 10, Year 1960-61

Graduating Class of 1963

Group	Number of reporting schools	All high schools	Vocational high schools	Percent in vocational high schools
1	2	3	4	5
A	9	243,825	24,683	10.1%
B	8	99,886	7,513	7.6
C	5	54,633	1,598	2.9
D	18	113,070	4,950	4.4
Total	40	511,414	38,744	7.6

Group B, one out of 13 (7.6 percent); Group C, one out of 34 (2.9 percent); and Group D, one out of 23 (4.4 percent). New York City accounted for 41.2 percent of the total enrollment. (Table 17)

Holding Power—Class of 1963

A little more than one-half (51.0 percent) of the pupils who were enrolled in grade 10 in 1960-61 graduated from vocational high school three years later. Of the 38,744 pupils who were enrolled, 19,768 graduated.

The nine systems in Group A enrolled 24,683 pupils in grade 10 in 1960, and three years later, 11,381 graduated for a holding power rate of 46.1 percent. Not only is this in sharp contrast to the schools in Group C which graduated 78.2 percent of the grade-10 enrollment, but it is the one group in which less than half the pupils graduated. Table 18A lists by groups the number and percent who graduated; Table 18B shows the pupil loss by grades.

Four-fifths of the systems (32 of 40) had graduation rates above 50 percent while one-fifth (8 of 40) graduated less than one-half of the pupils who were enrolled in grade 10. Three of these systems are in Group A and three are in Group B. A list of individual cities and their rates of graduation is shown in Appendix A, Table D.

Since the U.S. Office of Education does not publish separate school retention rates for vocational high schools, it is impossible to compare the large city school systems with national norms.

Graduates Per 100 Enrolled in Grade 10

Since most vocational high schools enrolled fewer than 1,000 students in grade 10 (only 5 cities reported enrollments greater than that) 1/ it is more feasible to use a common base of 100 rather than the base of 1,000. Table 19 shows that for every 100 pupils enrolled in grade 10 in 1960, the number of students remaining at each ensuing grade through graduation in 1963.

As an aggregate, using the combined enrollment of all groups, 51 pupils remained to graduate for every 100 who were enrolled in grade 10. Group C vocational high schools graduated 78 for every 100 enrolled, and Group D schools graduated 63 per 100 pupils enrolled.

Pupil Loss by Grade

Of the 18,976 vocational high-school pupils who did not graduate, 10,208, or 53.8 percent, did not complete grade 10; 6,004, or

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1/ New York, N.Y., Chicago, Ill., Philadelphia, Pa., Baltimore, Md., San Antonio, Texas

TABLE 18A.--HOLDING POWER RATE OF 40 LARGE CITY SCHOOL SYSTEMS [a]

VOCATIONAL HIGH SCHOOL GRADUATES: CLASS OF 1963

Holding Power is defined as the percent that the number of pupils graduating in 1963 is of the grade 10 enrollment in 1960-61.

Group	Population of group	Number of cities reporting	Enrollment			Number graduating 1963	Percent graduating 1963
			Grade 10, 1960	Grade 11, 1961	Grade 12, 1962		
1	2	3	4	5	6	7	8
A	600,001 or more	9	24,683	17,620	13,353	11,381	46.1%
B	300,001-600,000	8	7,513	5,546	4,666	4,018	53.5
C	200,001-300,000	5	1,598	1,451	1,267	1,249	78.2
D	90,001-200,000	18	4,950	3,919	3,246	3,120	63.0
Total	Over 90,000	40	38,744	28,536	22,532	19,768	51.0%

[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from non-public schools.

TABLE 18B.--LOSS IN NUMBER OF VOCATIONAL PUPILS BY GRADES FROM GRADE 10 THROUGH HIGH SCHOOL GRADUATION (September 1960-June 1963)

Group	Population of group	Number of cities reporting	Loss in number by grades			Total loss grades 10-12	% Not graduating from systems
			Grade 10, 1960-61	Grade 11, 1961-62	Grade 12, 1962-63		
1	2	3	4	5	6	7	8
A	600,001 or more	9	7,063	4,267	1,972	13,302	53.9%
B	300,001-600,000	8	1,967	880	648	3,495	46.5
C	200,001-300,000	5	147	184	18	349	21.8
D	90,001-200,000	18	1,031	673	126	1,830	37.0
Total	Over 90,000	40	10,208	6,004	2,764	18,976	49.0%

TABLE 19.--HOLDING POWER OF 40 LARGE CITY SYSTEMS BY GROUP [a]

VOCATIONAL HIGH SCHOOL GRADUATES: CLASS OF 1963

NUMBER OF PUPILS PER 100 GRADE 10 ENROLLMENT IN 1960 WHO GRADUATED IN 1963

Group	Number of systems reporting	Grade 11, 1961	Grade 12, 1962	Graduates 1963
1	2	3	4	5
A	9	71	54	46
B	8	74	62	54
C	5	91	79	78
D	18	79	66	63
Total [b]	40	74	58	51

[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from non-public schools.

[b] Numbers have been rounded off to the nearest whole number.

TABLE 20.--NUMBER AND PERCENT OF PUPILS WHO LEFT

VOCATIONAL HIGH SCHOOL - BY GRADE

Graduating Class of 1963

(40 reporting school systems)

Item	Number and percent leaving in grade 10	Number and percent leaving in grade 11	Number and percent leaving in grade 12	Total leaving before graduation
1	2	3	4	5
Number	10,208	6,004	2,764	18,976
Percent	53.8%	31.6%	14.6%	100%

Table to be read as follows: 53.8 percent of all dropouts occurred in grade 10.

31.6 percent, did not complete grade 11; and 2,764, or 14.6 percent, did not complete grade 12. (Table 20)

Probability of Graduating

The probability that a pupil enrolled in grade 10 in vocational high school will graduate is 1 out of 2 (51 percent).

The chances that a pupil will leave vocational high school during grade 10 is 1 out of 4, 26.3 percent--10,208 left of an enrollment of 38,744. During grade 11 his chances of leaving are 1 out of 5 (21 percent); and in grade 12, are 1 out of 8 (12.3 percent).

To put it another way, three-fourths of the enrolled grade-10 pupils in 1960 went on to grade 11. Four-fifths of grade-11 pupils went on to grade 12; and, seven-eighths of the grade 12 students went on to graduation. (Table 21)

Holding Power—Graduating Classes
1960 through 1963 Inclusive

The holding power rates of the 40 reporting systems remained fairly constant for the years 1960, 1961, and 1962. The rate in 1963 showed an increase of 3 pupils per 100, from 48 to 51. The year 1963 was the only year of the four in which the number of graduates exceeded the number of school-leavers. However, Group A was the only group which did not graduate at least half of its grade 10 pupils during any year of the four year period. (Table 22)

TABLE 21.--NUMBER AND PERCENT OF PUPILS WHO LEFT VOCATIONAL SCHOOL - BY GRADE

Graduating Class of 1963

(40 reporting school systems)

Item 1	Grade 10 2	Grade 11 3	Grade 12 4
Total number in grade	38,744	28,536	22,532
Number who did not complete	10,208	6,004	2,764
Percent who did not complete grade	26.3%	21.0%	12.3%

TABLE 22.--HOLDING POWER RATE OF 40 LARGE CITY SCHOOL SYSTEMS BY GROUP VOCATIONAL HIGH SCHOOL GRADUATES: 1960-1963 INCLUSIVE [a]

NUMBER OF GRADUATES PER 100 WHO WERE ENROLLED IN GRADE 10 THREE YEARS PREVIOUS TO YEARS SPECIFIED

Group	Population of group	Number of reporting systems	Graduating classes of			
			1960	1961	1962	1963
1	2	3	4	5	6	7
A	600,001 or more	9	43	43	42	46
B	300,001-600,000	8	53	56	57	54
C	200,001-300,000	5	72	73	75	78
D	90,001-200,000	18	61	60	59	63
Total [b]...	Over 90,000	40	48	49	48	51

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[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from non-public schools.

[b] Numbers have been rounded off to the nearest whole number.

VI. COMPARISON OF ALL HIGH SCHOOLS AND VOCATIONAL HIGH SCHOOLS

Much has been said about the comparative holding power of separate vocational high schools versus senior high schools in general. Since there are no separate national norms for vocational high schools, and since there are no such reports in existence, except for a few individual cities, the discussion has been primarily theoretical. It is the purpose of this section to make such comparisons, using the enrollment figures reported by the 128 large city school systems and the 40 systems that reported having separate vocational high schools. The reader is cautioned that since total enrollment data for this study includes all senior high schools, vocational high schools are necessarily subsumed under the total. To that extent, comparison cannot be on a one-to-one basis but rather comparison of vocational high-school rates with total rates which include vocational high schools.

Number and Percent of Pupils

In 1960, there were 511,414 pupils enrolled in grade 10 in all high schools, and of these, 38,744 or 7.6 percent, were enrolled in separate vocational high schools.

Group A systems which enrolled less than one-half of all students (47.7 percent) accounted for almost two-thirds of the vocational high school enrollment (63.7 percent). One system, New York, which enrolled 15.2 percent of grade 10 pupils (78,929 of 511,414) accounted for 41.2 percent of vocational high-school enrollment (15,965 of 38,744). It is obvious that separate vocational high schools with large enrollments is a "greater" large city phenomenon.

Comparison of Holding Power Rates

The holding power rate of all high schools exceeded the vocational high school rate not only for the total number of systems, in aggregate, but for each group, except Group C.

Comparing the aggregate holding power rate, it appears that 70.8 percent of the pupils enrolled in grade 10 graduated, while only 51.0 percent of vocational school pupils in the same grade and year did so. The difference between the holding power rates is 19.8 percentage points in favor of the high schools.

In Group A, the rate of holding power for all high schools (66.8 percent) exceeded the rate for separate vocational high schools (46.1 percent) by 20.7 percentage points. Similarly in Group B, the rates were 72.8 percent and 53.5, or a difference of 19.3 percentage points. However, the rate of holding power in vocational schools in Group C schools (78.2 percent) exceeded the rate in all high schools (73.7 percent) by 4.5 percentage points.

The probability that a pupil enrolled in grade 10 will not graduate is 3 out of 10, but if he is enrolled in a vocational school, the probability becomes 5 out of 10. Table 23A summarizes the holding power rates.

TABLE 23A.--COMPARISON OF HOLDING POWER RATES

FOR REGULAR AND VOCATIONAL HIGH SCHOOLS

Class of 1963

Percent of Pupils Graduating Who Were Enrolled in Grade 10 in 1960.

Group	Percent graduates: All high schools	Percent graduates: Vocational schools	Difference in percentage points
1	2	3	4
A	66.8%	46.1%	+ 20.7
B	72.8	53.5	+ 19.3
C	73.7	78.2	- 4.5
D	76.3	63.0	+ 13.3
Total.	70.8%	51.0%	+ 19.8

Ration of Enrollment and Graduates

In 1960, the vocational schools enrolled 1 out of every 13 pupils who were in grade 10. Three years later, the ratio of vocational school graduates to all high-school graduates was 1 to 18. In terms of percent, whereas the vocational school enrollment was 7.6 percent of the total grade 10 enrollment, it was only 5.5 percent of the graduates. This phenomenon occurred in every group except Group C. (Table 23B)

TABLE 23B.-- VOCATIONAL HIGH-SCHOOL ENROLLMENT AND GRADUATES

AS A PERCENT OF TOTAL ENROLLMENT AND GRADUATES

(Graduating Class of 1963)

Group	Grade 10 enrollment			Number of Graduates		
	All high schools	Vocational schools	Percent	All high schools	Vocational schools	Percent
1	2	3	4	5	6	7
A	243,825	24,683	10.1%	162,768	11,381	7.0%
B	99,886	7,513	7.5	72,715	4,018	5.5
C	54,633	1,598	2.9	40,267	1,249	3.1
D	113,070	4,950	4.4	86,295	3,120	3.6
Total	511,414	38,744	7.6%	362,045	19,768	5.5%

PART 3

PUBLIC SCHOOLS
IN THE
FIVE
LARGEST CITIES

HIGHLIGHTS

Selected Characteristics

- Detroit is the only system of the 5 that does not supply free textbooks to secondary school pupils.
- Los Angeles is the only system of the 5 that does not maintain separate vocational schools.
- Chicago is the only system of the 5 that does not have a 6-3-3 grade organization.
- Los Angeles admitted more than 50,000 pupils by transfer during the year 1961-1962. This represents 10 percent of the total enrollment.
- Except for Los Angeles, more pupils transferred out of the city systems than transferred in. Philadelphia had the greatest net loss--5,453.

Holding Power

- The holding power rate of the Class of 1963 for the school systems in the 5 largest cities was 65 percent.
- The holding power rate for the Class of 1963 was 5.8 percentage points less than the rate for the 128 city school systems, and 11 percentage points less than the national rate.
- Los Angeles reported the greatest holding power rate for each of the four years. Its 1963 rate of 77 percent exceeded the national rate.
- More than 60,000 students of the graduating class of 1963 left school during grades 10, 11, and 12. This number is almost equal to the total number of pupils enrolled in the Fort Worth, Texas public schools. There were enough students to fill 20 high schools, with an average student enrollment of 3,000.
- The downward trend in holding power rate for the years 1961 and 1962 was reversed in 1963.
- New York City with a gain of 4.1 percentage points in holding power had the greatest gain during the period 1961-1963.
- For the 4 systems having vocational high schools, the holding power rate for all high schools (62.2 percent) exceeded that of vocational schools (45.3 percent) by 16.9 percentage points. (Class of 1963)
- The chances that a pupil will graduate from high school if he is in grade ten is a little better than three out of five. However, if he attends a vocational school, his chances are less than one out of two.

VII. PUBLIC SCHOOLS IN THE FIVE LARGEST CITIES

The public school systems of the five largest cities, population over one million, are similar in many ways to the public school systems in the smaller large cities. Yet they are sufficiently different from the other systems because their enormous pupil enrollment creates problems which are not likely to be found elsewhere. For example, there are more full-time teachers in the public schools of New York than there are students enrolled in the public schools of Salt Lake City, Utah (40,009 to 39,848). Also the number of children enrolled in the New York City public schools exceeds the population of Baltimore, the sixth largest city of our Nation (1,027,426 to 939,024). The number of pupils in the Chicago, or Los Angeles schools exceeds the population of Delaware, Wyoming, or Alaska. It is for these reasons, that it was deemed appropriate to include New York, Chicago, Los Angeles, Philadelphia, and Detroit in a separate study.

Population and School Enrollment

Although the total population of the five cities is one-tenth of the United States [1], the public-school enrollment is only one-fifteenth of the U.S. public-school enrollment--2.6 million out of 38.6 million [2]. If the public-school enrollment in these cities had the same ratio of pupils to total population as exists in the nation, one to five instead of one to seven, approximately 900,000 more pupils would be enrolled in their schools. It may be conjectured that one-fourth of the total school age population in these cities attend private or parochial schools.

For these five cities, public school enrollment and total population do not correlate in rank order. New York City is the exception, ranking first both in enrollment and population. However, Los Angeles while ranking second in school enrollment, ranked third in population. In fact its enrollment exceeded that of Chicago's schools by more than 30,000 although its total population was one million less. Similarly, Detroit, fourth in school enrollment, was fifth in population.

In 1963, 2.6 million pupils were enrolled, with 1.6 million at the elementary level and 1 million at the secondary level. The percent of total enrollment by school level was 61.5 percent and 38.5 percent, while the national averages were 65.2 percent and 34.8 percent. The difference in percentage at both levels may reflect a greater enrollment of younger pupils than secondary pupils in the private and parochial schools of these cities.

School Organization

Four of the five systems are organized on a 6-3-3 basis. Only Chicago is organized on an 8-4 basis.

Kindergarten

All of the systems offer free kindergarten classes.

Compulsory School Attendance Ages

The compulsory school ages are determined by state laws. The entrance age varies. In Detroit it is 6; in New York and Chicago it is 7; and in Los Angeles and Philadelphia, it is 8.

The earliest school leaving age is 16 in four of the systems but it is 17 in Philadelphia. In all of them a student may leave at age 16 if he has a promise of employment even though he may be compelled to attend continuation school until he has reached age 17.

Free Textbooks

Four of the systems provide textbooks without charge to their pupils. Detroit provides free textbooks for grades 1 through 8 but not for secondary school pupils in grades 9 through 12.

Mobility

More than 5 percent, or approximately 1 out of every 18 pupils, transferred into these school systems from others during the academic year 1961-62. For the four cities which supplied this information (Chicago did not) the number exceeded 112,000. The percentages, based on total enrollment, ranged from a high of 10 percent in Los Angeles, to a low of a little less than 4 percent in New York. The number of annual transfers into the public schools of Los Angeles exceeded the total number of pupils attending the Louisville, Kentucky, public schools (51,846 to 48,312).

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[1] U.S. Bureau of the Census, 1960.

[2] U.S. Office of Education, HEW:Z68, January 1964.

The number of pupils who transferred out of the four public school systems exceeded the number who transferred in--120,385 to 112,386. Only Los Angeles had more in-transfers than out-transfers.

Current Expenditures—Year 1961-62[3]

The current expenditure for each pupil in average daily membership during the year 1961-62, ranged from a high of $543.82 (New York) to a low of $405.71 (Philadelphia). The average current expenditure for the four cities that reported, Detroit was not included, was $460.43

The current expenditure per pupil for instruction ranged from $348 in New York to $278.27 in Philadelphia. The average was $317.33. It is interesting to note that whereas New York City spent more than $20 million on transportation services and Los Angeles 4/ spent $3.7 million, both Chicago and Philadelphia spent less than $1 million each.

Teachers Salaries—Year 1962-63[5]

The salaries paid beginning teachers in 1962-63 with a bachelor's degree varied from $5,350 in Chicago to $4,700 in Philadelphia. The top maximum salary which calls for a doctorate degree in all of the systems except New York, where 6 years of preparation is all that is required, varied from a high of $10,445 in New York to a low of $8,100 in Philadelphia 6/. Table 24 summarizes, by individual systems, some of the selected statistics.

3/ National Education Association, Research Division. Research Report 1963-R8 Washington, D.C.: the Association, August 1963. p. 34.

4/ For Los Angeles, current expenditures include expenditure for adult education and summer school.

5/ National Education Association, Research Division. "Increase in Scheduled Salaries in Large Districts." NEA Research Bulletin. 41:81; October 1963.

6/ National Education Association, Research Division. "Increase in Scheduled Salaries in Large Districts." NEA Research Bulletin. 41:81; October 1963. Since then, salaries have been increased in New York, Los Angeles, and Philadelphia. In New York the top maximum reached $10,575 on April 1, 1964. In Los Angeles, the beginning and top salaries were raised to $5,300 and $10,630 respectively for 1963-64. On September 10, 1963, the Philadelphia salary schedule was increased by $600 at each step.

TABLE 24.--SELECTED STATISTICS OF THE PUBLIC SCHOOL SYSTEMS OF THE 5 LARGEST CITIES

City	Total population 1960 a/	Number in enrollment 1962-63	Number in elementary school	Percent in elementary school	Number in secondary school	Percent in secondary school	School organi-zation	Compulsory school attendance ages	Mobility		Current expenditure per pupil Total instruction e/	Teacher salary minimum-maximum 1962-63f/
									In-transfers 1961-62	Out-transfers 1961-62		
1	2	3	4	5	6	7	8	9	10	11	12	13
New York	7,781,894	1,027,426	583,401	56.8	444,025	43.2	6-3-3	7-16	39,864	39,964	$543.82 348.72	$ 5,300- 10,445
Chicago	3,550,404	498,810	385,046 b/ 288,785 c/	77.2 b/ 57.9 c/	113,764 b/ 210,025 c/	22.8 b/ 42.1 c/	8-4	7-16	N.F.	N.F.	415.44 301.56	5,350- 9,250
Los Angeles	2,479,015	529,968	298,190	56.7	231,778	43.3	6-3-3	8-16	51,841	50,865	476.76 340.77	5,100- 10,250
Philadelphia	2,002,512	250,635	152,342	60.8	98,293	39.2	6-3-3	8-17	12,236	17,789	405.71 278.27	4,700- 8,100
Detroit	1,670,144	294,964	182,223	61.8	112,741	38.2	6-3-3	6-16	10,977	11,867	N.F.	5,100- 9,000
Total	17,484,059	2,601,803	1,601,202 b/ 1,504,941 c/	61.5 b/ 57.8 c/	1,000,601 b/ 1,096,861 c/	38.5 b/ 42.2 c/	---	---	112,386	120,385	460.43 317.33	---
U.S.	179,323,175 a/	38,748,907d/	25,263,661	65.4	13,485,246	34.8 d/	---	---	---	---	---	---

a/ U.S. Bureau of the Census, 1960.

b/ Chicago is organized on an 8-4 basis. Elementary school enrollment is for grades, K-8, and secondary school enrollment for grades 9-12.

c/ Adjusted Chicago enrollment for first six grades. 96,261 or one-fourth of total enrollment was subtracted from K-8 enrollment.

d/ U.S. figures are from U.S. Office of Education, HEW-268, January 1964. Data for elementary and secondary schools are classified by type of organization rather than by grade group.

e/ Research Division, National Education Association. Selected Statistics of Large School Systems, 1961-62. Research Report 1963-R8. Washington, D.C.; the Association, August 1963.

f/ National Education Association, Research Division. "Increase in Scheduled Salaries in Large Districts." NEA Research Bulletin. 41:79-82; October 1963.

NF - Information Not Furnished.

VIII. HOLDING POWER OF THE PUBLIC SCHOOLS IN THE FIVE LARGEST CITIES

Graduating Class of 1963

As an aggregate, combining enrollment data for all five cities, 172,660 pupils were enrolled in grade 10 in 1960. In 1963, 112,228 were graduated for a holding power rate of 65.0 percent. During this same period, the percentages for the 128 systems and the United States was 70.8 percent and 76.0 percent, respectively.

Los Angeles reported the highest holding power rate at 77.2 percent, a figure which exceeded the rate of the second ranking city, Chicago, by 11.2 percentage points. Los Angeles also is the only one of the five cities which had a holding power rate greater than the national rate.

The lowest holding power, 53.4 percent, was reported by Philadelphia, where 9,647 of the 18,067 pupils enrolled in grade 10 graduated. It was the only system of the 5 whose rate fell below 60 percent. Also it reported more pupils graduating from senior high school than were enrolled in grade 12. [1]

Decrease in Enrollment by Grade

The total loss for the 3-year period was 60,432, enough pupils to fill 20 senior high schools with an average enrollment of 3,000 pupils each. More than one-half of those who left the New York City schools left in grade 11--15,281 of 29,249.

In aggregate, the public school systems of the 5 largest cities hold their pupils longer in school than the 128 large city systems. For the former group, the greatest loss occurred in grade 11 while for the 128 systems the greatest loss occurred in grade 10. Tables 25A and 25B list the enrollment by grade, number and percent graduating and pupil loss.

Graduates Per 1,000 Enrolled in Grade 10

Even though these 5 systems are located in the largest cities of the nation, the range of pupil enrollment is great. Because of this, it was deemed advisable to compute their holding power by using the common base of 1,000 enrolled in grade 10. Table 26 summarizes this.

In aggregate, 650 pupils graduated for every 1,000 who were enrolled in grade 10.

Los Angeles had the fewest number of pupils leaving in grade 10 and the largest number of graduates, 772. Philadelphia and Detroit had the greatest loss in grade 10, 236 pupils per 1,000.

Vocational High-School Graduating Class of 1963

Los Angeles is the only city among those whose populations exceed one million that does not report separate vocational high schools. About three-fifths of all vocational pupils in this study attend schools located in New York, Chicago, Philadelphia, and Detroit. The vocational school holding power for these cities is shown in Table 27A, and the loss, by grade, is shown in Table 27B.

As an aggregate, combining enrollment data for the four systems, 21,456 pupils entered grade 10 in 1960, and in 1963, 9,728 were graduated for a holding rate of 45.3 percent.

Of the pupils who entered in 1960, more left before graduating than remained to graduate, 11,728 and 9,728 respectively.

New York City, in 1960, enrolled 15,965 vocational pupils in grade 10. Three years later in 1963, 6,623 were graduated for a holding rate of 41.5 percent. This holding rate is the lowest reported among the four cities. Largest pupil loss occurred in grade 10.

Enrolling 424 pupils at grade 10 in 1960, Detroit, three years later (1963) graduated 285 for a holding rate of 67.2 percent. This rate was the highest reported. Here, too, greatest loss occurred in grade 10.

Graduates Per 100 Enrolled in Grade 10

For every 100 pupils who were enrolled in grade 10 in 1960, 45 remained to graduate.

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[1] Some of the reasons why certain cities may have more graduates than grade 12 enrollment are: 1) high-school equivalency diploma, 2) acceleration, 3) summer school, 4) evening school graduates. (See page 26 for a full discussion.)

TABLE 25A.--HOLDING POWER RATE OF THE PUBLIC SCHOOL SYSTEMS OF THE FIVE LARGEST CITIES [a]

ALL HIGH SCHOOL GRADUATES: CLASS OF 1963

City	Enrollment			Number graduating 1963	Percent graduating 1963	Rank order
	Grade 10, 1960	Grade 11, 1961	Grade 12, 1962			
1	2	3	4	5	6	7
New York	78,929	70,086	54,805	49,680	63.0%	3
Chicago	25,732	21,387	17,855	16,997	66.1	2
Los Angeles	32,422	29,147	25,724	25,020	77.2	1
Philadelphia [b]..	18,067	13,812	9,593	9,647	53.4	5
Detroit	17,510	13,372	11,364	10,884	62.2	4
Total	172,660	147,804	119,341	112,228	65.0%	---

[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools.

[b] There were more graduates than pupils enrolled in grade 12. Some of the reasons might be: accelerated classes, large in-migration, transfer from nonpublic schools, ungraded classes.

TABLE 25B.--LOSS IN NUMBER OF PUPILS BY GRADE GRADE 10 THROUGH HIGH SCHOOL GRADUATION [a]

(September 1960-June 1963)

City	Loss in number of pupils by grades			Total loss grades 10-12	Percent not graduating from reporting systems
	Grade 10, 1960-61	Grade 11, 1961-62	Grade 12, 1962-63		
1	2	3	4	5	6
New York	8,843	15,281	5,125	29,249	37.0%
Chicago	4,345	3,532	858	8,735	33.9
Los Angeles	3,275	3,423	704	7,402	22.8
Philadelphia	4,255	4,219	+54 [b]	8,420	46.6
Detroit	4,138	2,008	480	6,626	37.8
Total	24,856	28,463	7,113	60,432	35.0%

[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools.

[b] There were more graduates than pupils enrolled in grade 12.

TABLE 26.--HOLDING POWER RATE OF 5 LARGEST CITY SCHOOL SYSTEMS [a]

ALL HIGH SCHOOL GRADUATES: CLASS OF 1963

NUMBER OF PUPILS PER 1,000 GRADE 10 ENROLLMENT WHO GRADUATED IN 1963

City 1	Grade 11 1961 2	Grade 12 1962 3	Graduates 1963 4
New York	888	694	630
Chicago	831	694	661
Los Angeles	899	793	772
Philadelphia	764	531	534 [b]
Detroit	764	649	622
Total	856	691	650

[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools.

[b] Number of graduates in excess of grade 12 enrollment.

Almost one-half, 48 percent, had left by the end of grade 11. New York City had the smallest number of pupils graduating, 41 per 100 enrolled. (Table 28)

Changes in Holding Power Rate, 1960-1963 Inclusive, All High Schools

Using the combined enrollment for the five systems, the holding power rate decreased from 1960 to 1961 by more than one percentage point, decreased slightly from 1961 to 1962, and increased substantially, three percentage points, from 1962 to 1963. This decrease and increase paralleled changing rates for the 128 cities. However, the gain for the five cities for the year 1962 to 1963 exceeded the average gain of the 128 cities and the United States, i.e., 2.9; 2.1; and, 1.6 percentage points, respectively.

A sub-study for the years 1961 through 1963, since the inception of the Project: School Dropout, shows that all five cities increased their holding power during this period. The gain for the aggregate is a substantial 2.8 percentage points and the gain for the 128 cities is also marked, 2.5 percentage points.

Individually, New York City had the greatest gain, 4.1 percentage points, followed by Chicago which had a gain of 2.0 percentage points, while Detroit had the smallest net gain, 0.7 percentage points, but still a gain. (Tables 29 and 30)

Vocational High Schools

The holding power rate of the vocational high schools for the graduating classes of 1960 through 1963 never exceeded 45 percent, the rate for 1963. In other words, at no time during these 4 years, did more than 50 percent of the enrolled grade-10 pupils remain to graduate.

New York City reported the lowest rate for each of these graduating classes. However, its rate did increase from 37 to 41 percent during this time.

Detroit which reported a steady and consistent growth for the period 1960-1963, increased its rate from 44 to 67 graduates per 100 pupils enrolled in grade 10. (Table 31)

Comparison of Rates—Class of 1963

All High Schools—Vocational High Schools

Table 32 compared the rates of holding power for all high schools with those of vocational high schools in cities whose populations exceed one million. The reader is cautioned that since total enrollment data for this study includes all secondary day schools, vocational high schools are necessarily subsumed under the total. Hence the comparison is really not on a one-to-one basis but rather a vocational school rate versus a total high-school rate in which vocational schools are included. However, since the vocational school rates are lower, it is fair to conclude that if this comparison were regular high-schools versus vocational high-schools, the difference in holding power rates would be larger.

Except for Detroit, vocational high schools in each city had a lower rate of holding than did all high schools. As an aggregate using enrollment data for all four cities, all high schools had a holding rate

(62.2 percent) which exceeded the rate of vocational high schools (45.3 percent) by 16.9 percentage points.

In New York City, the holding power rate of all high schools was one and one-half times as great as that of the vocational high schools, 63.0 to 41.5 percent. The holding power rates in Chicago for both groups of schools were almost identical, and in Philadelphia there was a difference of 9.4 percentage points in favor of the regular high schools. (Table 32)

TABLE 27A.--HOLDING POWER RATE OF 4 LARGE CITY SCHOOL SYSTEMS a/

VOCATIONAL HIGH SCHOOL GRADUATES: CLASS OF 1963

City b/	Enrollment Grade 10, 1960	Enrollment Grade 11, 1961	Enrollment Grade 12, 1962	Number graduating 1963	Percent graduating 1963
1	2	3	4	5	6
New York	15,965	10,535	7,739	6,623	41.5%
Chicago	2,750	2,568	1,919	1,800	65.5
Philadelphia	2,317	1,449	1,126	1,020	44.0
Detroit	424	332	290	285	67.2
Total	21,456	14,884	11,074	9,728	45.3%

a/ The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from non-public schools.

b/ Los Angeles is the only city whose population exceeds one million that does not report separate vocational high schools.

TABLE 27B.--LOSS IN NUMBER OF VOCATIONAL PUPILS BY GRADES a/
FROM GRADE 10 THROUGH HIGH SCHOOL GRADUATION
(September 1960-June 1963)

City b/	Loss in number of pupils by grades Grade 10, 1960-61	Loss in number of pupils by grades Grade 11, 1961-62	Loss in number of pupils by grades Grade 12, 1962-63	Total loss grades 10-12	Percent not graduating from reporting systems
1	2	3	4	5	6
New York	5,430	2,796	1,116	9,342	58.5%
Chicago	182	649	119	950	34.5
Philadelphia	868	323	106	1,297	56.0
Detroit	92	42	5	139	32.8
Total	6,572	3,810	1,346	11,728	54.7%

a/ The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from non-public schools.

b/ Los Angeles is the only city whose population exceeds one million that does not report separate vocational high schools.

TABLE 28.--HOLDING POWER RATE OF 4 LARGE CITY SCHOOL SYSTEMS [a]

VOCATIONAL HIGH SCHOOL GRADUATES: CLASS OF 1963

NUMBER OF PUPILS PER 100 GRADE 10 ENROLLMENT WHO GRADUATED IN 1963

City [b] 1	Grade 11, 1961 2	Grade 12, 1962 3	Graduates 1963 4
New York	66	48	41
Chicago	93	70	65
Philadelphia	63	49	44
Detroit	78	68	67
All cities	69	52	45

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[a] The figures are based on enrollments in public vocational schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools.

[b] Los Angeles is the only city whose population exceeds one million that does not report separate vocational high schools.

TABLE 29.--HOLDING POWER RATE OF 5 LARGE CITY SCHOOL SYSTEMS [a]

ALL HIGH SCHOOL GRADUATES: 1960-1963 INCLUSIVE

NUMBER OF GRADUATES PER 1,000 WHO WERE ENROLLED IN GRADE 10
THREE YEARS PREVIOUS TO YEARS SPECIFIED

City 1	1960 2	1961 3	1962 4	1963 5
New York	622	589	597	630
Chicago	644	641	638	661
Los Angeles	724	764	737	772
Philadelphia	523	516	505	534 [b]
Detroit	629	615	605	622
Total	633	622	621	650
128 cities	692	683	687	708
U.S.	744	---	744	760

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[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools.

[b] Number of graduates exceeded grade 12 enrollment.

TABLE 30.--GAIN OR LOSS IN HOLDING POWER RATE FOR FIVE LARGE CITY SCHOOL SYSTEMS

1960, 1961, 1962, and 1963

City	Gain or loss by percent			
	1960-61	1961-62	1962-63	1961-63
1	2	3	4	5
New York	- 3.3%	+ 0.8%	+ 3.3%	+ 4.1%
Chicago	- 0.3	- 0.3	+ 2.3	+ 2.0
Los Angeles	+ 4.0	- 2.7	+ 3.5	+ 0.8
Philadelphia	- 0.7	- 1.1	+ 2.9	+ 1.8
Detroit	- 1.4	- 1.0	+ 1.7	+ 0.7
Total	- 1.1%	- 0.1%	+ 2.9%	+ 2.8%
128 cities	- 0.9%	+ 0.4%	+ 2.1%	+ 2.5%
U.S.	---	---	+ 1.6%	---

TABLE 31.--HOLDING POWER RATE OF 4 LARGE CITY SCHOOL SYSTEMS [a]

VOCATIONAL HIGH SCHOOL GRADUATES: 1960-1963 INCLUSIVE

City [b]	NUMBER OF GRADUATES PER 100 WHO ENTERED GRADE 10 THREE YEARS PREVIOUS TO YEARS SPECIFIED			
	1960	1961	1962	1963
1	2	3	4	5
New York	37	36	36	41
Chicago	63	66	64	65
Philadelphia	53	53	44	44
Detroit	44	51	52	67
Total	42	42	41	45

[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from non-public schools.

[b] Los Angeles is the only city whose population exceeds one million that does not report separate vocational high schools.

TABLE 32.--COMPARISON OF HOLDING POWER RATES FOR REGULAR AND VOCATIONAL HIGH SCHOOLS

Class of 1963

Percent of pupils graduating who were enrolled in grade 10.

City [a] 1	Percent graduating from all high schools 2	Percent graduating from vocational high schools 3
New York	63.0%	41.5%
Chicago	66.0	65.4
Philadelphia	53.4	44.0
Detroit	62.2	67.2
Total	62.2%	45.3%

[a] Los Angeles does not report separate vocational schools.

PART 4

SUMMARY

IX. SUMMARY

Holding power rates and selected statistics of the public school systems of 128 large cities, population over 90,000, are reported in this study.

Grade 10 was used as a base for the computation of holding power rate because pupil enrollment data prior to that grade was found to be contaminated. That is, many systems reported a smaller pupil enrollment in a lower grade than they did for the next higher grade. Hence, to this extent, the Project: School Dropout report differs from the reports of the U.S. Office of Education which uses Grade 9 as its base for calculations. Their studies treat the nation as a single unit. Therefore, school transfers due to interstate migration and to or from nonpublic schools cancel each other out or are numerically insignificant. On the other hand, for a metropolitan school system, such transfers can radically change grade enrollment, and hence, holding power rate.

If the reader wants to extrapolate the rate to Grade 9, he should subtract at least five percentage points from the holding power rate given in this report. This difference is minimal for systems in large cities. For example, the holding power rates of the Chicago system for the graduating classes of 1961, 1962, and 1963, based on grade 9 enrollment, were 57, 56, 57 percent, respectively.[1] The rates based on grade 10 enrollment for the same years were 64.1, 63.8, and 66.1 percent. The difference in percentage points then is 7.1, 7.8, and 9.1, for an average difference of 8.0.

The rate of holding power for all systems for the Class of 1963 was 70.8%. Holding power rate increased as the city population, by group, decreased--the smaller the city, the higher the rate. Only one city reported a rate below 50 percent.

Two-thirds of the school systems showed gains in holding power during the four-year period, 1960-1963, inclusive. There was a general decline in 1961 compared to 1960, but since then there has been a steady increase. For the years in which comparable data are available, namely 1960, 1962, and 1963, the combined systems fell below national norms. For example, in 1963, the rates were respectively, the nation-76.0 percent, the large city systems-70.8 percent.

Forty systems in this study reported separate vocational high schools. Half of these systems indicated a gain in holding power for vocational schools during the period 1960-1963. The rate remained fairly constant from 1960 to 1962 with an increase shown for 1963. The Class of 1963 which had a holding rate of 51.0 percent, was the only Class of the 4 studied in which more pupils graduated than left before graduation. For vocational schools, holding power rate increased as the city population, by group, decreased, except for Group C.

While 70.8 percent of all pupils who were enrolled in grade 10 in 1960 remained to graduate in 1963, only 51.0 percent of the pupils enrolled in the same Class in vocational schools did so. Greatest pupil loss in both cases occurred at grade 10.

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[1] Bishop, S. M. The Problem of High School Dropouts. Illinois Association of School Boards. Mimeo Release, January 7, 1964

PART 5
APPENDICES

APPENDIX A

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Table A   Holding Power Rate of 128 Large City School Systems-All High School Graduates: Class of 1963 ....

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APPENDIX A. TABLE A.--HOLDING POWER RATE OF 128 LARGE CITY SCHOOL SYSTEMS [a]

ALL HIGH SCHOOL GRADUATES: CLASS OF 1963

Holding Power is defined as the percent
that the number of pupils graduating in
1963 is of the grade 10 enrollment in 1960.

City	Grade 10 1960	Grade 11 1961	Grade 12 1962	Number Graduating 1963	Percent Graduating 1963
New York, N.Y.	78,929	70,086	54,805	49,680	62.95
Chicago, Ill.	25,732	21,387	17,855	16,997	66.05
Los Angeles, Cal.	32,422	29,147	25,724	25,020	77.17
Philadelphia, Pa. [b]	18,067	13,812	9,593	9,647	53.40
Detroit, Mich.	17,510	13,372	11,364	10,884	62.16
Baltimore, Md.	9,933	8,439	7,191	6,458	65.02
Houston, Texas [b]	8,994	7,657	6,802	7,070	78.61
Cleveland, Ohio [b]	6,892	5,543	4,754	4,730	68.63
Washington, D.C. [b]	4,938	4,159	3,480	3,476	70.39
St. Louis, Mo.	4,534	3,589	3,481	3,414	75.30
Milwaukee, Wisc.	6,328	5,941	5,001	4,671	73.81
San Francisco, Cal.	6,139	5,229	4,226	4,104	66.85
Boston, Mass.	5,764	4,639	3,785	3,695	64.10
Dallas, Texas	7,903	6,675	5,908	5,711	72.26
New Orleans, La.	4,974	4,249	3,857	3,626	72.90
Pittsburgh, Pa. [b]	4,766	4,032	3,584	3,585	75.22
San Antonio, Texas	4,980	3,767	3,217	2,937	58.98
San Diego, Cal. [b]	5,981	5,739	5,104	5,054	84.50
Seattle, Wash.	6,456	6,091	5,707	5,273	81.68
Buffalo, N.Y.	4,490	3,664	3,319	3,120	69.49
Cincinnati, Ohio	3,981	3,085	2,690	2,573	64.63
Memphis, Tenn.	5,207	4,538	3,988	3,848	73.90
Denver, Colo.	4,974	4,493	4,177	3,505	70.47
Atlanta, Ga.	4,690	3,975	3,557	3,394	72.37
Minneapolis, Minn.	4,756	4,264	3,825	3,750	78.85
Indianapolis, Ind.	4,326	3,528	3,128	2,920	67.50
Kansas City, Mo.	3,818	3,114	2,782	2,541	66.55
Columbus, Ohio	4,134	3,423	2,805	2,518	60.91
Phoenix, Ariz.	4,893	4,520	4,300	3,427	70.04
Newark, N.J.	2,992	2,501	2,110	2,083	69.61
Louisville, Ky.	2,665	1,971	1,652	1,502	56.36
Oakland, Cal.	3,799	3,511	2,954	2,855	75.15
Fort Worth, Texas	4,500	3,940	3,334	3,027	67.27
Long Beach, Cal.	4,621	4,429	4,125	3,896	84.31
Birmingham, Ala.	4,003	3,363	2,987	2,781	69.47
Okla. City, Okla.	3,436	3,122	2,828	2,671	77.74
Rochester, N.Y.	2,654	2,352	2,071	--	--
Toledo, Ohio [b]	3,051	2,634	2,240	2,260	74.07
St. Paul, Minn. [b]	2,661	2,647	2,557	2,696	--
Norfolk, Va.	--	2,281	1,953	1,803	--
Omaha, Nebr. [b]	2,613	2,378	2,140	2,101	80.41
Miami, Fla.	10,474	9,995	8,688	7,790	74.37
Akron, Ohio	3,310	2,939	2,662	2,535	76.59
El Paso, Tex.	2,331	1,968	1,848	1,727	74.09
Tampa, Fla.	4,959	4,341	3,780	3,619	72.98
Dayton, Ohio [b]	2,817	2,565	2,285	2,267	80.48
Tulsa, Okla.	3,883	3,466	3,132	2,924	75.30
Wichita, Kans.	3,422	2,953	2,657	2,496	72.94
Richmond, Va.	2,204	1,748	1,594	1,448	65.70
Tucson, Ariz. [c]	2,162	2,002	2,267	1,934	89.45
Des Moines, Ia.	2,509	2,275	2,083	2,023	80.63
Providence, R.I.	1,973	1,584	1,321	1,272	64.47
San Jose, Cal.	1,643	1,583	1,443	1,303	79.31
Mobile, Ala.	--	--	--	--	--
Charlotte, N.C.	3,534	3,092	2,851	2,673	75.64
Albuquerque, N.M.	3,357	3,065	2,837	2,300	68.51
Jacksonville, Fla.	6,085	5,124	4,247	3,956	65.01
Flint, Mich.	1,923	1,785	1,550	1,398	72.70
Sacramento, Cal. [b]	2,587	2,554	2,201	2,433	94.05
Yonkers, N.Y.	1,824	1,707	1,537	1,463	80.21
Salt Lake C., Utah	2,689	2,488	2,225	2,120	78.84
Austin, Texas	2,550	2,090	1,758	1,673	65.61
Spokane, Wash.	2,209	2,121	1,935	1,854	83.93
St. Petersburg, Fla.	3,708	3,342	3,134	2,998	80.85
Gary, Indiana [b]	2,100	1,966	1,712	1,689	80.43
Grand Rapids, Mich. [b]	1,694	1,531	1,368	1,417	83.65
Springfield, Mass. [b]	1,726	1,606	1,345	1,328	76.94
Nashville, Tenn.	1,611	1,397	1,181	1,084	67.29
Corpus Christi, Tex.	2,359	1,950	1,699	1,477	62.61
Youngstown, Ohio	1,617	1,387	1,229	1,140	70.50
Arlington Co., Va.	1,892	1,734	1,690	1,674	88.48
Shreveport, La.	2,919	2,653	2,355	2,085	71.43
Hartford, Conn. [b]	1,347	1,283	934	1,036	76.91
Fort Wayne, Ind.	1,767	1,639	1,457	1,313	74.31
Bridgeport, Conn.	1,249	1,109	1,013	961	76.94
Baton Rouge, La.	2,786	2,563	2,339	2,146	77.03
New Haven, Conn. [b]	1,176	1,045	912	923	78.49
Savannah, Ga.	2,372	1,828	1,566	1,462	61.64
Tacoma, Wash.	2,104	1,862	1,631	1,601	76.09
Jackson, Miss.	1,488	1,416	1,318	1,243	83.53
Paterson, N.J.	1,562	1,265	1,161	843	53.97
Evansville, Ind.	1,800	1,617	1,456	1,425	79.17
Erie, Pa. [b]	1,317	1,162	1,103	1,116	84.74
Montgomery, Ala.	2,067	1,691	1,549	1,324	64.05
Fresno, Cal.	2,645	2,510	2,351	2,220	83.93
South Bend, Ind. [c]	1,572	1,408	1,504	1,445	91.92
Chattanooga, Tenn. [b]	1,469	1,271	1,152	1,152	78.42
Albany, N.Y.	826	668	543	367	44.43
Lubbock, Tex.	1,345	1,136	1,051	998	74.20
Lincoln, Nebr.	1,218	1,138	1,058	986	80.95
Madison, Wisc. [c]	1,242	1,264	1,180	1,134	91.30
Kansas City, Kans.	1,287	1,124	994	961	74.67
Greensboro, N.C.	1,514	1,180	1,145	1,104	72.92
Topeka, Kans.	1,114	1,068	945	906	81.33
Glendale, Cal.	1,597	1,555	1,501	1,410	88.29
Beaumont, Tex.	1,021	959	778	727	71.20
Camden, N.J.	971	829	761	737	75.90
Columbus, Ga. [b]	1,840	1,581	1,222	1,215	66.03
Pasadena, Cal.	2,125	2,040	1,979	1,947	91.62
Newport News, Va.	1,661	1,433	1,403	1,119	67.37
Canton, Ohio	1,203	1,030	929	859	71.40
Dearborn, Mich.	1,771	1,680	1,622	1,595	90.06
Knoxville, Tenn.	1,467	1,211	1,046	862	58.76
Hammond, Ind.	1,420	1,238	1,191	1,163	81.90
Scranton, Pa.	1,113	1,060	916	901	80.95
Berkeley, Cal. [b]	1,090	1,012	869	935	85.78
Winston-Salem, N.C.	1,278	1,115	1,101	887	69.41
Allentown, Pa.	1,061	958	903	874	82.38
Little Rock, Ark.	1,305	1,260	1,175	1,065	81.61
Lansing, Mich.	1,744	1,579	1,375	1,327	76.09
Elizabeth, N.J.	1,103	881	808	733	66.46
Duluth, Minn.	1,321	1,172	1,063	1,016	76.91
Peoria, Ill.	1,034	894	789	695	67.21
New Bedford, Mass. [b]	893	640	583	681	76.26
Niagara Falls, N.Y.	1,103	1,035	910	809	73.35
Wichita Falls, Tex.	1,118	947	880	830	74.24
Torrance, Cal.	1,379	1,340	1,193	1,148	83.25
Utica, N.Y.	943	868	746	671	71.16
Santa Ana, Cal.	1,043	1,022	954	874	83.80
Fall River, Mass.	961	767	716	692	72.01
Saginaw, Mich.	1,696	1,527	1,268	1,201	70.81
Reading, Pa.	850	725	629	571	67.18
Waco, Tex.	1,101	999	795	701	63.67
Columbia, S.C.	1,649	1,482	1,338	1,297	78.65
Roanoke, Va.	1,115	954	874	817	73.27
Somerville, Mass. [b]	793	728	469	466	58.76
San Bernardino, Cal.	2,400	2,176	2,114	1,831	76.29
Burbank, Cal.	1,226	1,198	1,117	1,058	86.30

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[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools. Where a dash is indicated no information was supplied.

[b] More graduates than pupils enrolled in grade 12 or the number of graduates closely approximated the number of pupils in grade 12.

[c] More pupils enrolled in next higher grade(s).

APPENDIX A. TABLE A.--LOSS IN NUMBER OF PUPILS BY GRADES FROM GRADE 10 THROUGH HIGH SCHOOL GRADUATION

(September 1960-June 1963)

City	Loss in Number of Pupils by Grades			Total Loss Grades 10-12	% Not Graduating from reporting Systems
	Grade 10 1960-61	Grade 11 1961-62	Grade 12 1962-63		
New York, N.Y.	8,843	15,281	5,125	29,249	37.05
Chicago, Ill.	4,345	3,532	858	8,735	33.95
Los Angeles, Cal.	3,275	3,423	704	7,402	22.83
Philadelphia, Pa.	4,255	4,219	+54	8,420	46.60
Detroit, Mich.	4,138	2,008	480	6,626	37.84
Baltimore, Md.	1,494	1,248	733	3,475	34.98
Houston, Texas	1,337	855	+268	1,924	21.39
Cleveland, Ohio	1,349	789	24	2,162	31.37
Washington, D.C.	779	679	4	1,462	29.61
St. Louis, Mo.	945	108	67	1,120	24.70
Milwaukee, Wisc.	387	940	330	1,657	26.19
San Francisco, Cal.	910	1,003	122	2,035	33.15
Boston, Mass.	1,125	854	90	2,069	35.90
Dallas, Texas	1,228	767	197	2,192	27.74
New Orleans, La.	725	392	231	1,348	27.10
Pittsburgh, Pa.	734	448	+1	1,181	24.78
San Antonio, Texas	1,213	550	280	2,043	41.02
San Diego, Cal.	242	635	50	927	15.50
Seattle, Wash.	365	384	434	1,183	18.32
Buffalo, N.Y.	826	345	199	1,370	30.51
Cincinnati, Ohio	896	395	117	1,408	35.37
Memphis, Tenn.	669	550	140	1,359	26.10
Denver, Colo.	481	316	672	1,469	29.53
Atlanta, Ga.	715	418	163	1,296	27.63
Minneapolis, Minn.	492	439	75	1,006	21.15
Indianapolis, Ind.	798	400	208	1,406	32.50
Kansas City, Mo.	704	332	241	1,277	33.45
Columbus, Ohio	711	618	287	1,616	39.09
Phoenix, Ariz.	373	220	873	1,466	29.96
Newark, N.J.	491	391	27	909	30.39
Louisville, Ky.	694	319	150	1,163	43.64
Oakland, Cal.	288	557	99	944	24.85
Fort Worth, Texas	560	606	307	1,473	32.73
Long Beach, Cal.	192	304	229	725	15.69
Birmingham, Ala.	640	376	206	1,222	30.53
Oklahoma City, Okla.	314	294	157	765	22.26
Rochester, N.Y.	302	281	---	---	---
Toledo, Ohio	417	394	+20	831	25.93
St. Paul, Minn.	14	90	+139	---	---
Norfolk, Va.	---	328	150	---	---
Omaha, Nebr.	235	238	39	512	19.59
Miami, Fla.	479	1,307	898	2,684	25.63
Akron, Ohio	371	277	127	775	23.41
El Paso, Texas	363	120	121	604	25.91
Tampa, Fla.	618	561	161	1,340	27.02
Dayton, Ohio	252	280	18	550	19.52
Tulsa, Okla.	417	334	208	959	24.70
Wichita, Kans.	469	296	161	926	27.06
Richmond, Va.	456	154	146	756	34.30
Tucson, Ariz.	160	91	+23	228	10.55
Des Moines, Ia.	234	192	60	486	19.37
Providence, R.I.	389	263	49	701	35.53
San Jose, Cal.	60	140	140	340	20.69
Mobile, Ala.	---	---	---	---	---
Charlotte, N.C.	442	241	178	861	24.36
Albuquerque, N.M.	292	228	537	1,057	31.49
Jacksonville, Fla.	961	877	291	2,129	34.99
Flint, Mich.	138	235	152	525	27.30
Sacramento, Cal.	33	353	+232	154	5.95
Yonkers, N.Y.	117	170	74	361	19.79
Salt Lake C., Utah	201	263	105	569	21.16
Austin, Texas	460	332	85	877	34.39
Spokane, Wash.	88	186	81	355	16.07
St. Petersburg, Fla.	366	208	136	710	19.15
Gary, Ind.	134	254	23	411	19.57

City	Loss in Number of Pupils by Grades			Total Loss Grades 10-12	% Not Graduating from reporting Systems
	Grade 10 1960-61	Grade 11 1961-62	Grade 12 1962-63		
Grand Rapids, Mich.	163	163	+49	277	16.35
Springfield, Mass.	120	261	17	398	23.06
Nashville, Tenn.	214	216	97	527	32.71
Corpus Christi, Texas	409	251	222	882	37.39
Youngstown, Ohio	230	158	89	477	29.50
Arlington Co., Va.	158	44	16	218	11.52
Shreveport, La.	266	298	270	834	28.57
Hartford, Conn.	64	349	+102	311	23.09
Fort Wayne, Ind.	128	182	144	454	25.69
Bridgeport, Conn.	140	96	52	288	23.06
Baton Rouge, La.	223	224	193	640	22.97
New Haven, Conn.	131	133	+11	253	21.51
Savannah, Ga.	544	262	104	910	38.36
Tacoma, Wash.	242	231	30	503	23.91
Jackson, Miss.	72	98	75	245	16.47
Paterson, N.J.	297	104	318	719	46.05
Evansville, Ind.	183	161	31	375	20.83
Erie, Pa.	155	59	+13	201	15.26
Montgomery, Ala.	376	142	225	743	35.95
Fresno, Cal.	135	159	131	425	16.07
South Bend, Ind.	164	+96	59	127	8.08
Chattanooga, Tenn.	198	119	0	317	21.58
Albany, N.Y.	158	125	176	459	55.57
Lubbock, Texas	209	85	53	347	25.80
Lincoln, Nebr.	80	80	72	232	19.05
Madison, Wisc.	+22	84	46	108	8.70
Kansas City, Kans.	163	130	33	326	25.33
Greensboro, N.C.	334	35	41	410	27.08
Topeka, Kans.	46	123	39	208	18.67
Glendale, Cal.	42	54	91	187	11.71
Beaumont, Texas	62	181	51	294	28.20
Camden, N.J.	142	68	24	234	24.10
Columbus, Ga.	259	359	7	625	33.97
Pasadena, Cal.	85	61	32	178	8.38
Newport News, Va.	228	30	284	542	32.63
Canton, Ohio	173	101	70	344	28.60
Dearborn, Mich.	91	58	27	176	9.94
Knoxville, Tenn.	256	165	184	605	41.24
Hammond, Ind.	182	47	28	257	18.10
Scranton, Pa.	53	144	15	212	19.05
Berkeley, Cal.	78	143	+66	155	14.22
Winston-Salem, N.C.	163	14	214	391	30.59
Allentown, Pa.	103	55	29	187	17.62
Little Rock, Ark.	45	85	110	240	18.39
Lansing, Mich.	165	204	48	417	23.91
Elizabeth, N.J.	222	73	75	370	33.54
Duluth, Minn.	149	109	47	305	23.09
Peoria, Ill.	140	105	94	339	32.79
New Bedford, Mass.	253	57	+98	212	23.74
Niagara Falls, N.Y.	68	125	101	294	26.65
Wichita Falls, Texas	171	67	50	288	25.76
Torrance, Cal.	39	147	45	231	16.75
Utica, N.Y.	75	122	75	272	28.84
Santa Ana, Cal.	21	68	80	169	16.20
Fall River, Mass.	194	51	24	269	27.99
Saginaw, Mich.	169	259	67	495	29.19
Reading, Pa.	125	96	58	279	32.82
Waco, Texas	102	204	94	400	36.33
Columbia, S.C.	167	144	41	352	21.35
Roanoke, Va.	161	80	57	298	26.73
Somerville, Mass.	65	259	3	327	41.24
San Bernardino, Cal.	224	62	283	569	23.71
Burbank, Cal.	28	81	59	168	13.70

APPENDIX A. TABLE B.--HOLDING POWER RATE OF 128 LARGE CITY SCHOOL SYSTEMS [a]

ALL HIGH SCHOOL GRADUATES: CLASS OF 1963

NUMBER OF PUPILS PER 1000 GRADE 10 ENROLLMENT WHO GRADUATED IN 1963

City	Grade 11 1961	Grade 12 1962	Graduates 1963	City	Grade 11 1961	Grade 12 1962	Graduates 1963
New York City, N.Y.	888	694	630	Grand Rapids, Mich.[b]	904	808	836
Chicago, Ill.	831	694	661	Springfield, Mass.[b]	931	779	769
Los Angeles, Cal.	899	793	772	Nashville, Tenn.	867	733	673
Philadelphia, Pa.[b]	764	531	534	Corpus Christi, Texas	827	720	626
Detroit, Mich.	764	649	622	Youngstown, Ohio	858	760	705
Baltimore, Md.	850	724	651	Arlington Co., Va.	917	893	885
Houston, Texas[b]	851	756	786	Shreveport, La.	909	807	714
Cleveland, Ohio[b]	804	690	686	Hartford, Conn.[b]	923	693	769
Washington, D.C.[b]	842	705	704	Fort Wayne, Ind.	928	825	743
St. Louis, Mo.	792	768	753	Bridgeport, Conn.	888	811	769
Milwaukee, Wisc.	939	790	738	Baton Rouge, La.	920	840	770
San Francisco, Cal.	852	688	668	New Haven, Conn.[b]	889	776	785
Boston, Mass.	805	657	641	Savannah, Ga.	771	660	616
Dallas, Texas	845	748	723	Tacoma, Wash.	885	775	761
New Orleans	854	775	729	Jackson, Miss.	952	886	835
Pittsburgh, Pa.[b]	846	752	752	Paterson, N.J.	810	743	540
San Antonio, Texas	756	646	590	Evansville, Ind.	898	809	792
San Diego, Cal.[b]	960	853	845	Erie, Pa.[b]	883	838	847
Seattle, Wash.	944	884	817	Montgomery, Ala.	818	749	640
Buffalo, N.Y.	816	739	695	Fresno, Cal.	949	889	839
Cincinnati, Ohio	775	676	646	South Bend, Ind.[c]	896	957	919
Memphis, Tenn.	872	766	739	Chattanooga, Tenn.[b]	865	784	784
Denver, Colo.	903	840	705	Albany, N.Y.	809	657	444
Atlanta, Ga.	848	758	724	Lubbock, Texas	845	781	742
Minneapolis, Minn.	897	804	788	Lincoln, Nebr.	934	869	809
Indianapolis, Ind.	816	723	675	Madison, Wisc.[c]	--	950	913
Kansas City, Mo.	816	729	665	Kansas City, Kans.	873	772	747
Columbus, Ohio	828	679	609	Greensboro, N.C.	779	756	729
Phoenix, Ariz.	924	879	700	Topeka, Kans.	959	848	813
Newark, N.J.	836	705	696	Glendale, Cal.	974	940	883
Louisville, Ky.	740	620	564	Beaumont, Texas	939	762	712
Oakland, Cal.	924	778	752	Camden, N.J.	854	784	759
Fort Worth, Texas	876	741	673	Columbus, Ga.[b]	859	664	660
Long Beach, Cal.	959	893	843	Pasadena, Cal.	960	931	916
Birmingham, Ala.	840	746	695	Newport News, Va.	863	845	674
Oklahoma City, Okla.	909	823	777	Canton, Ohio	856	772	714
Rochester, N.Y.	886	780	--	Dearborn, Mich.	949	916	901
Toledo, Ohio[b]	863	734	741	Knoxville, Tenn.	826	713	588
St. Paul, Minn.[b]	995	961	--	Hammond, Ind.	872	839	819
Norfolk, Va.	--	--	--	Scranton, Pa.	952	823	809
Omaha, Nebr.[b]	910	819	804	Berkeley, Cal.[b]	928	797	858
Miami, Fla.	954	830	744	Winston-Salem, N.C.	873	862	694
Akron, Ohio	888	804	766	Allentown, Pa.	903	851	824
El Paso, Texas	844	793	741	Little Rock, Ark.	966	900	816
Tampa, Fla.	875	762	730	Lansing, Mich.	905	788	761
Dayton, Ohio[b]	910	811	805	Elizabeth, N.J.	799	733	665
Tulsa, Okla.	893	807	753	Duluth, Minn.	887	805	769
Wichita, Kans.	863	776	729	Peoria, Ill.	865	763	672
Richmond, Va.	793	723	657	New Bedford, Mass.[b]	717	653	763
Tucson, Ariz.[c]	926	884	894	Niagara Falls, N.Y.	938	825	733
Des Moines, Ia.	907	830	806	Wichita Falls, Texas	847	787	742
Providence, R.I.	803	670	645	Torrance, Cal.	972	865	832
San Jose, Cal.	964	878	793	Utica, N.Y.	921	791	712
Mobile, Ala.	--	--	--	Santa Ana, Cal.	980	915	838
Charlotte, N.C.	875	807	756	Fall River, Mass.	798	745	720
Albuquerque, N.M.	913	845	685	Saginaw, Mich.	900	748	708
Jacksonville, Fla.	842	698	650	Reading, Pa.	853	740	672
Flint, Mich.	928	806	727	Waco, Texas	907	722	637
Sacramento, Cal.[b]	987	851	940	Columbia, S.C.	899	811	786
Yonkers, N.Y.	936	843	802	Roanoke, Va.	856	784	733
Salt Lake City, Utah	925	827	788	Somerville, Mass.[b]	918	591	588
Austin, Texas	820	689	656	San Bernardino, Cal.	907	880	763
Spokane	960	876	839	Burbank, Cal.	977	511	863
St. Petersburg, Fla.	901	845	808				
Gary, Ind.[b]	936	815	804				

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[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools. Where a dash is indicated no information was supplied.

[b] More graduates than pupils enrolled in grade 12 or the number of graduates closely approximated the number of pupils in grade 12.

[c] More pupils enrolled in next higher grade(s).

APPENDIX A. TABLE C.--HOLDING POWER RATE OF 128 LARGE CITY SCHOOL SYSTEMS [a]

ALL HIGH SCHOOL GRADUATES: 1960-63 INCLUSIVE

NUMBER OF GRADUATES PER 1,000 WHO WERE ENROLLED IN GRADE 10 THREE YEARS PREVIOUS TO YEARS SPECIFIED

City	1960	1961	1962	1963	City	1960	1961	1962	1963
New York, N.Y.	622	589	597	630	Grand Rapids, Mich.	756 [b]	753 [b]	814 [b]	836 [b]
Chicago, Ill.	644	641	638	661	Springfield, Mass.	928	874	902	769 [b]
Los Angeles, Calif.	724	764	737	772	Nashville, Tenn.	628	650	681	673
Philadelphia, Pa.	523	516	505	534 [b]	Corpus Christi, Texas	607	616	603	626
Detroit, Mich.	629	615	605	622	Youngstown, Ohio	736	733	719	705
Baltimore, Md.	607	649	624	651	Arlington County, Va.	748	720	774	885
Houston, Texas	702 [b]	716	744 [b]	786 [b]	Shreveport, La.	630	578	692	714
Cleveland, Ohio	619 [b]	613	622	686 [b]	Hartford, Conn.	726 [b]	759 [b]	764 [b]	769 [b]
Washington, D.C.	622 [b]	650 [b]	647 [b]	704 [b]	Fort Wayne, Ind.	392	743	770	743
St. Louis, Mo.	677	669	689	753	Bridgeport, Conn.	759	747	748	769
Milwaukee, Wis.	727	729	757	738	Baton Rouge, La.	693	818	836	770
San Francisco, Calif.	722	667	668	668	New Haven, Conn.	798 [b]	824 [b]	751 [b]	785 [b]
Boston, Mass.	662	658	665	641	Savannah, Ga.	688	608	615	616
Dallas, Texas	677	686	689	723	Tacoma, Wash.	708	703	719	761
New Orleans, La.	715	639	668	729	Jackson, Miss.	738	759	673	835
Pittsburgh, Pa.	712 [b]	694 [b]	683 [b]	752 [b]	Paterson, N.J.	699	535	580	540
San Antonio, Texas	611	631	633	590	Evansville, Ind.	754	737	780	792
San Diego, Calif.	844	816	817	845 [b]	Erie, Pa.	925 [b]	896 [b]	867 [b]	847 [b]
Seattle, Wash.	744	763	793	817	Montgomery, Ala.	565	596	594	640
Buffalo, N.Y.	703	667	693	695	Fresno, Calif.	878	837	865	839
Cincinnati, Ohio	661	592	627	646	South Bend, Ind.	773	793	781	919
Memphis, Tenn.	712	609	655	739	Chattanooga, Tenn.	777 [b]	792 [b]	967 [b]	784 [b]
Denver, Colo.	678	704	704	705	Albany, N.Y.	522	454	464	444
Atlanta, Ga.	724	709	699	724	Lubbock, Texas	747	747	727	742
Minneapolis, Minn.	783	794	777	788	Lincoln, Nebr.	801	781	823	809
Indianapolis, Ind.	631	591	585	675	Madison, Wis.	883	922	903	913
Kansas City, Mo.	656	656	712	665	Kansas City, Kans.	701	670	722	747
Columbus, Ohio	788	590	552	609	Greensboro, N.C.	679	676	679	729
Phoenix, Ariz.	692	723	735	700	Topeka, Kans.	--	--	771	813
Newark, N.J.	652	699	656	696	Glendale, Calif.	823	859	873	883
Louisville, Ky.	581	629	574	564	Beaumont, Texas	690	725	703	712
Oakland, Calif.	711	727	756	751	Camden, N.J.	715	691	687	759
Fort Worth, Texas	668	670	668	673	Columbus, Ga.	617	585	583	660 [b]
Long Beach, Calif.	792	792	820	843	Pasadena, Calif.	939	900	928	916
Birmingham, Ala.	690	712	669	695	Newport News, Va.	--	678	653	674
Oklahoma City, Okla.	753	760	793	777	Canton, Ohio	748	741	751	714
Rochester, N.Y.	685	727	728	--	Dearborn, Mich.	872	754	857	901
Toledo, Ohio	723	737 [b]	753 [b]	741 [b]	Knoxville, Tenn.	535	684	601	588
St. Paul, Minn.	919 [b]	879 [b]	938 [b]	-- [b]	Hammond, Ind.	717	795	778	819
Norfolk, Va.	--	--	--	--	Scranton, Pa.	900	798	790	809
Omaha, Nebr.	814	786	775	804 [b]	Berkeley, Calif.	877 [b]	883 [b]	873 [b]	858 [b]
Miami, Fla.	744	724	739	744	Winston-Salem, N.C.	788	674	705	694
Akron, Ohio	717	756	735	766	Allentown, Pa.	832	822	831	824
El Paso, Texas	679	744	757	741	Little Rock, Ark.	645	638	--	816
Tampa, Fla.	747	730	729	730	Lansing, Mich.	739	722	747	761
Dayton, Ohio	741	778	794	805	Elizabeth, N.J.	730	670	641	665
Tulsa, Okla.	772	771	754	753	Duluth, Minn.	740	753	731	769
Wichita, Kans.	731	681	694	729	Peoria, Ill.	645	704	686	672
Richmond, Va.	773	707	700	657	New Bedford, Mass.	803 [b]	743 [b]	741 [b]	763 [b]
Tucson, Ariz.	941 [c]	916 [c]	871 [c]	894 [c]	Niagara Falls, N.Y.	745	725	789	733
Des Moines, Ia.	789	787	807	806	Wichita Falls, Texas	626	680	654	742
Providence, R.I.	645	615	622	645	Torrance, Calif.	803	785	786	832
San Jose, Calif.	781	789	821	793	Utica, N.Y.	698	669	675	712
Mobile, Ala.	--	--	--	--	Santa Ana, Calif.	838	876	821	838
Charlotte, N.C.	685	706	737	756	Fall River, Mass.	697	678	676	720
Albuquerque, N. Mex.	766	685	694	685	Saginaw, Mich.	722	709	715	708
Jacksonville, Fla.	686	690	686	650	Reading, Pa.	722	698	683	672
Flint, Mich.	700	694	743	727	Waco, Texas	587	600	610	637
Sacramento, Calif.	-- [b]	971 [b]	796 [b]	940 [b]	Columbia, S.C.	722	730	776	786
Yonkers, N.Y.	791	807	840	802	Roanoke, Va.	686	672	652	733
Salt Lake City, Utah	760	750	768	788	Somerville, Mass.	644 [b]	581 [b]	611	588 [b]
Austin, Texas	644	635	640	656	San Bernardino, Calif.	751	714	735	763
Spokane, Wash.	787	810	803	839	Burbank, Calif.	804	831	867	863
St. Petersburg, Fla.	842	826	811	808					
Gary, Ind.	799 [b]	820 [b]	825	804 [b]					

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[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools. Where a dash is indicated no information was supplied.

[b] More graduates than pupils enrolled in grade 12 or the number of graduates closely approximated the number of pupils in grade 12.

[c] More pupils enrolled in next higher grade(s).

APPENDIX A. TABLE D.--HOLDING POWER RATE OF 40 LARGE CITY SCHOOL SYSTEMS [a]

ALL VOCATIONAL SCHOOL GRADUATES: CLASS OF 1963

Holding Power is defined as the percent that the number of pupils who graduated in 1963 is of the grade 10 enrollment in 1960.

City	Enrollment Grade 10 1960	Enrollment Grade 11 1961	Enrollment Grade 12 1962	Number Graduating 1963	Percent Graduating 1963
New York, N.Y.	15,965	10,535	7,739	6,623	41.48
Chicago, Ill.	2,750	2,568	1,919	1,800	65.45
Philadelphia, Pa.	2,317	1,449	1,126	1,020	44.02
Detroit, Mich.[b]	424	332	290	285	67.22
Baltimore, Md.	1,275	977	768	710	55.69
Cleveland, Ohio	234	188	153	145	61.97
Washington, D.C.	971	897	615	325	33.47
San Francisco, Cal.[c]	74	98	169	48	64.86
Pittsburgh, Pa.	673	576	574	425	63.15
San Antonio, Texas	2,577	1,672	1,396	1,295	50.25
Buffalo, N.Y.	1,457	1,183	1,012	900	61.77
Cincinnati, Ohio	907	592	409	373	41.12
Atlanta, Ga.[c]	241	256	295	60	24.90
Minneapolis, Minn.	448	361	303	280	62.50
Louisville, Ky.[b]	507	345	233	230	45.36
Fort Worth, Texas	826	646	572	460	55.69
Toledo, Ohio	550	491	446	420	76.36
Akron, Ohio	236	190	186	170	72.03
El Paso, Texas[b]	263	243	221	225	85.55
Dayton, Ohio[c]	321	341	314	300	93.46
Des Moines, Ia.[b]	617	502	423	447	72.45
Jacksonville, Fla.[c]	161	175	123	107	66.46
Yonkers, N.Y.	498	431	326	300	60.24
Springfield, Mass.	418	303	237	230	55.02
Nashville, Tenn.	253	213	167	147	58.10
Paterson, N.J.[b]	244	122	91	89	36.48
Erie, Pa.	240	230	218	211	87.92
Chattanooga, Tenn.	331	280	260	222	67.07
Albany, N.Y.	220	154	150	137	62.27
Columbus, Ohio[b]	643	586	417	488	75.89
Canton, Ohio[b]	373	321	281	281	75.34
Hammond, Ind.	425	293	276	255	60.00
Allentown, Pa.	222	185	166	161	72.52
Little Rock, Ark.	75	71	61	43	57.33
Elizabeth, N.J.[b]	257	185	151	149	57.98
New Bedford, Mass.[b]	206	165	128	126	61.17
Niagara Falls, N.Y.	212	143	123	106	50.00
Fall River, Mass.[b]	131	90	77	75	57.25
Saginaw, Mich.	101	79	59	51	50.50
Somerville, Mass.	101	68	58	49	48.51

LOSS IN NUMBER OF VOCATIONAL PUPILS BY GRADES

FROM GRADE 10 THROUGH HIGH SCHOOL GRADUATION

(September 1960-June 1963)

City	Loss in Number of Pupils by Grades Grade 10 1960-61	Loss in Number of Pupils by Grades Grade 11 1961-62	Loss in Number of Pupils by Grades Grade 12 1962-63	Total Loss Grades 10-12	% Not Graduating from reporting Systems
New York, N.Y.	5,430	2,796	1,116	9,342	58.52
Chicago, Ill.	182	649	119	950	34.55
Philadelphia, Pa.	868	323	106	1,297	55.98
Detroit, Mich.	92	42	5	139	32.78
Baltimore, Md.	298	209	58	565	44.31
Cleveland, Ohio	46	35	8	89	38.03
Washington, D.C.	74	282	290	646	66.53
San Francisco, Cal.	+24	+71	121	26	35.14
Pittsburgh, Pa.	97	2	149	248	36.85
San Antonio, Texas	905	276	101	1,282	49.75
Buffalo, N.Y.	274	171	112	557	38.23
Cincinnati, Ohio	315	183	36	534	58.88
Atlanta, Ga.	+15	+39	235	181	75.10
Minneapolis, Minn.	87	58	23	168	37.50
Louisville, Ky.	162	112	3	277	54.64
Fort Worth, Texas	180	74	112	366	44.31
Toledo, Ohio	59	45	26	130	23.64
Akron, Ohio	46	4	16	66	27.97
El Paso, Texas	20	22	+4	38	14.45
Dayton, Ohio	+20	27	14	21	6.54
Des Moines, Ia.	115	79	+24	170	27.55
Jacksonville, Fla.	+14	52	16	54	33.54
Yonkers, N.Y.	67	105	26	198	39.76
Springfield, Mass.	115	66	7	188	44.98
Nashville, Tenn.	40	46	20	106	41.90
Paterson, N.J.	122	31	2	155	63.52
Erie, Pa.	10	12	7	29	12.08
Chattanooga, Tenn.	51	20	38	109	32.93
Albany, N.Y.	66	4	13	83	37.73
Columbus, Ohio	57	169	+71	155	24.11
Canton, Ohio	52	40	0	92	24.66
Hammond, Ind.	132	17	21	170	40.00
Allentown, Pa.	37	19	5	61	27.48
Little Rock, Ark.	4	10	18	32	42.67
Elizabeth, N.J.	72	34	2	108	42.02
New Bedford, Mass.	41	37	2	80	38.83
Niagara Falls, N.Y.	69	20	17	106	50.00
Fall River, Mass.	41	13	2	56	42.75
Saginaw, Mich.	22	20	8	50	49.50
Somerville, Mass.	33	10	9	52	51.49

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[a] The figures are based on enrollments in public secondary schools as supplied by the systems. Figures are not completely comparable, owing to interstate migration and transfers to or from nonpublic schools. Where a dash is indicated no information was supplied.

[b] More graduates than pupils enrolled in grade 12 or the number of graduates closely approximated the number of pupils in grade 12.

[c] More pupils enrolled in next higher grade(s).

APPENDIX B

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APPENDIX B. TABLE A.--SOME CHARACTERISTICS OF 128 SCHOOL SYSTEMS IN LARGE CITIES WHOSE POPULATIONS EXCEED 90,000 [a]

		Enrollment [c]			Transfers [d]				Compulsory Attendance Age			Free Texts	
City	Population [b]	Elem.	Sec.	Total	In	Out	Organization	Free Kdgt	Min	Max	Min Age Employ [e]	Elem	Sec
1	2	3	4	5	6	7	8	9	10	11	12	13	14
New York, N.Y.	7,781,984	583,401	444,025	1,027,426	37,432	39,864	6-3-3	Yes	7	16	16	Yes	Yes
Chicago, Ill.	3,550,404	385,046	113,764	498,810	--	--	8-4	Yes	7	16	16	Yes	Yes
Los Angeles, Cal.	2,479,015	298,190	231,778	529,968	51,841	50,865	6-3-3	Yes	8	16	16	Yes	Yes
Philadelphia, Pa.	2,002,512	152,342	98,293	250,635	12,336	17,789	6-3-3	Yes	8	17	16	Yes	Yes
Detroit, Mich. [f]	1,670,144	182,223	112,741	294,964	10,877	11,867	6-3-3	Yes	6	16	16	Yes	No
Baltimore, Md.	939,024	110,723	69,309	180,032	10,023	8,842	6-3-3	Yes	7	16	14	Yes	Yes
Houston, Tex.	938,219	130,742	69,138	199,880	5,614	6,298	6-3-3	Yes	6	16	16	Yes	Yes
Cleveland, O.	876,050	72,970	75,006	147,976	--	--	6-3-3	Yes	6	18	16	Yes	Yes
Washington, D.C.	763,956	86,147	46,753	132,900	7,186	4,501	6-3-3	Yes	7	16	14	Yes	Yes
St. Louis, Mo.	750,026	86,000	23,000	109,000	--	--	8-4	Yes	6	16	-	Yes	Yes
Milwaukee, Wisc. [f]	741,324	70,819	44,025	114,844	6,581	4,287	6-3-3	Yes	7	18	16	Yes	No
San Francisco, Cal.	740,316	54,480	42,023	96,503	--	--	6-3-3	Yes	8	16	16	Yes	Yes
Boston, Mass.	697,197	55,884	36,362	92,246	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Dallas, Tex.	679,684	91,512	52,227	143,739	--	--	6-3-3	No	7	16	16	Yes	Yes
New Orleans, La.	627,525	66,149	35,366	101,515	7,471	8,398	6-3-3	Yes	6	16	16	Yes	Yes
Pittsburgh, Pa.	604,332	47,456	27,015	74,471	4,204	5,807	6-3-3	Yes	8	17	16	Yes	Yes
San Antonio, Tex.	587,718	44,742	31,862	76,604	3,448	5,878	6-3-3	No	7	16	16	Yes	Yes
San Diego, Cal.	573,224	69,147	43,425	112,572	20,054	13,024	6-3-3	Yes	6	18	16	Yes	Yes
Seattle, Wash.	557,087	55,935	45,398	101,333	--	--	6-3-3	Yes	8	18	16	Yes	Yes
Buffalo, N.Y.	532,759	51,344	17,868	69,212	4,313	4,192	6-3-3	Yes	7	17	16	Yes	Yes
Cincinnati, O.	502,550	51,448	31,483	82,931	12,105	5,437	6-3-3	Yes	6	18	16	Yes	Yes
Memphis, Tenn.	497,524	66,367	43,732	110,099	--	--	6-3-3	No	7	17	17	Yes	Yes
Denver, Colo. [f]	493,887	57,491	37,739	95,230	11,687	8,534	6-3-3	Yes	8	16	16	Yes	No
Atlanta, Ga.	487,455	73,106	32,404	105,510	--	--	7-5	Yes	7	16	16	Yes	Yes
Minneapolis, Minn.	482,872	40,971	30,819	71,790	--	--	6-3-3	Yes	7	16	14	Yes	Yes
Indianapolis, Ind.	476,258	65,293	21,015	86,308	516	800	8-4	Yes	7	16	14	No	No
Kansas City, Mo.	475,539	46,202	24,236	70,438	--	--	7-5	Yes	7	16	14	Yes	No
Columbus, O.	471,316	60,954	32,712	93,666	5,100	4,771	6-3-3	Yes	6	18	16	Yes	Yes
Phoenix, Ariz.	439,170	--	26,915	--	1,226	1,237	8-4	--	--	--	16	--	No
Newark, N.J.	405,220	48,506	17,617	66,123	5,435	5,416	6-3-3	Yes	7	16	16	Yes	Yes
Louisville, Ky. [f]	390,639	28,358	19,954	48,312	5,122	6,182	6-3-3	No	7	16	16	Yes	No
Oakland, Cal.	367,548	37,623	25,289	62,912	18,236	17,760	6-3-3	Yes	8	18	16	Yes	Yes
Fort Worth, Tex.	356,268	43,169	18,792	61,961	--	--	6-3-3	No	6	16	16	Yes	Yes
Long Beach, Cal.	344,168	40,949	33,172	74,121	5,754	7,107	6-3-3	Yes	8	16	16	Yes	Yes
Birmingham, Ala.	340,887	51,705	19,381	71,086	812	907	8-4	No	7	16	16	Yes	No
Oklahoma City, Okla.	324,253	43,127	27,454	70,581	--	--	6-3-3	Yes	7	18	16	Yes	Yes
Rochester, N.Y.	318,611	27,751	15,978	43,729	4,707	5,353	6-6	--	7	17	16	--	--
Toledo, O.	318,003	38,362	14,020	52,382	1,491	2,877	8-4	Yes	6	18	16	Yes	Yes
St. Paul	313,411	26,142	17,881	44,023	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Norfolk, Va. [f]	304,869	36,616	20,966	57,582	3,062	4,064	6-3-3	No	--	--	--	Yes	No
Omaha, Nebr.	301,598	36,791	18,898	55,689	2,707	1,971	6-3-3	Yes	7	16	14	Yes	Yes
Miami, Fla.	291,688	108,858	80,390	189,248	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Akron, O.	290,351	33,706	23,348	57,054	735	1,001	6-3-3	Yes	6	18	16	Yes	Yes
El Paso, Tex.	276,687	41,187	11,813	53,000	3,500	2,000	8-4	No	7	16	16	Yes	Yes
Tampa, Fla.	274,970	49,288	36,846	86,134	--	--	6-3-3	No	7	16	15	Yes	Yes
Dayton, O.	262,332	43,846	13,289	57,135	2,087	2,660	8-4	Yes	6	18	16	Yes	No
Tulsa, Okla.	261,685	43,318	27,775	71,093	3,372	3,928	6-3-3	Yes	7	18	16	Yes	Yes
Wichita, Kans. [f]	254,698	35,848	22,911	58,759	3,716	4,329	6-3-3	Yes	6	16	16	No	No
Richmond, Va.	219,958	28,643	15,275	43,918	--	--	6-3-3	Yes	--	--	--	Yes	Yes
Tucson, Ariz.	212,892	34,089	11,895	45,984	4,042	4,087	6-2-4	No	8	16	16	Yes	No
Des Moines, Ia.	208,982	25,486	17,316	42,802	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Providence, R.I.	207,498	15,478	10,913	26,391	1,044	1,338	6-3-3	Yes	6	16	16	Yes	Yes
San Jose, Cal.	204,196	20,063	7,301	27,364	--	--	6-3-3	Yes	8	18	16	Yes	Yes
Mobile, Ala. [f]	202,779	42,355	31,417	73,772	--	--	6-3-3	No	7	16	16	Yes	No
Charlotte, N.C. [f]	201,564	49,902	16,375	66,277	1,008	1,083	6-3-3	No	7	16	16	Yes	No
Albuquerque, N.M.	201,189	35,986	26,528	62,514	5,468	4,032	6-3-3	No	7	17	16	Yes	Yes
Jacksonville, Fla.	201,030	65,136	45,704	110,840	1,907	3,440	6-3-3	No	7	16	14	Yes	Yes
Flint, Mich.	196,940	26,917	15,221	42,138	1,793	2,146	6-3-3	Yes	6	16	16	Yes	Yes
Sacramento, Cal.	191,667	27,451	23,523	50,974	--	--	6-3-3	Yes	8	18	18	Yes	Yes
Yonkers, N.Y.	190,634	15,045	11,923	26,968	1,131	992	6-3-3	Yes	7	16	16	Yes	Yes
Salt Lake City, U. [f]	189,454	22,964	16,884	39,848	5,049	2,863	6-3-3	Yes	6	18	16	Yes	No
Austin, Tex.	186,545	21,246	16,498	37,754	594	199	6-3-3	No	7	16	16	Yes	Yes
Spokane, Wash.	181,608	19,449	14,148	33,597	--	--	6-3-3	No	7	16	16	Yes	Yes
St. Petersburg, Fla.	181,298	33,165	28,649	61,814	--	--	6-3-3	No	7	16	--	Yes	Yes

APPENDIX B. TABLE A.--SOME CHARACTERISTICS OF 128 SCHOOL SYSTEMS IN LARGE CITIES WHOSE POPULATIONS EXCEED 90,000 (Continued)

City	Population	Enrollment			Transfers		Organization	Free Kdgt	Compulsory Attendance Age			Free Texts	
		Elem.	Sec.	Total	In	Out			Min	Max	Min Age Employ	Elem	Sec
Gary, Ind.	178,320	28,379	17,466	45,845	1,738	2,184	6-2-4	Yes	6	16	--	No	No
Grand Rapids, Mich.[f]	177,313	19,801	11,613	31,414	1,518	1,624	6-3-3	Yes	6	16	--	No	No
Springfield, Mass.	174,463	15,549	12,322	27,871	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Nashville, Tenn.	170,874	17,784	12,587	30,371	2,778	3,584	6-3-3	Yes	7	17	17	Yes	Yes
Corpus Christi, Tex.	167,670	23,398	16,025	39,423	--	--	6-3-3	No	7	16	14	Yes	Yes
Youngstown, O.	166,689	16,414	10,972	27,386	939	1,677	6-3-3	Yes	6	18	16	Yes	Yes
Arlington Co., Va.	163,401	13,568	12,846	26,414	1,468	2,088	6-3-3	Yes	7	16	16	Yes	Yes
Shreveport, La.	164,372	30,146	21,528	51,674	--	--	6-3-3	No	7	16	16	Yes	Yes
Hartford, Conn.	162,178	17,536	6,583	24,119	--	--	8-4	Yes	7	16	16	Yes	Yes
Fort Wayne, Ind.[f]	161,776	20,656	12,838	33,494	1,156	1,130	6-3-3	Yes	7	16	16	No	No
Bridgeport, Conn.	156,748	18,813	5,540	24,353	--	--	8-4	Yes	7	16	16	Yes	Yes
Baton Rouge, La.	152,419	27,753	21,823	49,576	3,079	2,901	6-3-3	No	7	16	16	Yes	Yes
New Haven, Conn.	152,048	13,365	7,328	20,693	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Savannah, Ga.	149,245	22,152	16,357	38,509	--	--	6-3-3	No	7	16	16	Yes	Yes
Tacoma, Wash.	147,979	16,945	14,754	31,699	--	--	6-3-3	Yes	8	16	15	Yes	Yes
Jackson, Miss.	144,422	20,257	13,871	34,128	1,402	1,609	6-3-3	No	none		--	Yes	Yes
Paterson, N.J.	143,663	17,440	5,468	22,908	868	1,393	8-4	Yes	7	16	16	Yes	Yes
Evansville, Ind.	141,543	20,014	8,297	28,311	1,850	2,000	8-4	Yes	7	16	16	No	No
Erie, Pa.	138,440	12,644	9,242	21,886	570	896	6-3-3	No	8	17	16	Yes	Yes
Montgomery, Ala.[f]	134,393	22,807	15,120	37,927	--	--	6-3-3	No	7	16	16	No	No
Fresno, Cal.	133,929	30,217	20,767	50,984	--	--	6-3-3	Yes	8	18	16	Yes	Yes
South Bend, Ind.	132,445	16,981	13,647	30,628	1,358	693	8-4	Yes	6	16	16	No	No
Chattanooga, Tenn.	130,009	14,656	10,902	25,558	1,458	1,633	6-3-3	No	7	17	16	Yes	Yes
Albany, N.Y.	129,726	8,492	5,147	13,639	1,106	779	6-3-3	Yes	7	16	16	Yes	Yes
Lubbock, Tex.	128,691	18,362	10,440	28,802	5,234	7,213	6-3-3	No	7	16	16	Yes	Yes
Lincoln, Nebr.	128,521	17,189	10,068	27,257	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Madison, Wisc.[f]	126,706	20,607	6,102	26,709	--	--	6-3-3	Yes	7	18	--	No	No
Kansas City, Kans.[f]	121,901	14,499	8,884	23,383	1,244	2,245	6-3-3	Yes	5	15	15	No	No
Greensboro, N.C.	119,574	19,792	6,831	26,623	978	1,201	6-3-3	No	7	16	16	Yes	No
Topeka, Kans.[f]	119,484	14,462	8,305	22,767	1,687	1,581	6-3-3	Yes	7	16	16	No	No
Glendale, Cal.	119,442	12,522	10,624	23,146	--	--	6-3-3	Yes	8	18	16	Yes	Yes
Beaumont, Tex.	119,175	8,230	6,715	14,945	505	678	6-3-3	No	7	16	16	Yes	Yes
Camden, N.J.	117,159	13,091	5,356	18,447	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Columbus, Ga.	116,779	26,996	11,444	38,440	--	--	6-2-4	Yes	7	16	16	Yes	Yes
Pasadena, Cal.	116,407	16,845	13,810	30,655	--	--	6-3-3	Yes	8	16	16	Yes	Yes
Newport News, Va.	113,662	18,137	9,495	27,632	--	--	7-5	No	6	16	16	Yes	Yes
Canton, O.	113,631	16,560	5,768	22,328	782	867	8-4	Yes	6	18	16	Yes	Yes
Dearborn, Mich.	112,007	10,412	10,557	20,969	--	--	6-3-3	Yes	6	16	16	Yes	Yes
Knoxville, Tenn.	111,827	11,928	9,538	21,466	--	--	6-3-3	No	7	17	16	Yes	Yes
Hammond, Ind.	111,698	13,061	6,981	20,042	--	--	6-2-4	Yes	7	16	16	No	No
Scranton, Pa.	111,443	9,593	7,326	16,919	1,033	776	8-4	Yes	8	16	16	Yes	Yes
Berkeley, Cal.	111,268	8,865	6,514	15,379	1,673	1,969	6-3-3	Yes	8	18	18	Yes	Yes
Winston-Salem, N.C.	111,135	15,772	5,334	21,106	--	--	6-3-3	No	6	16	16	Yes	Yes
Allentown, Pa.	108,347	9,503	7,456	16,959	482	490	6-3-3	Yes	--	17	16	Yes	Yes
Little Rock, Ark.[f]	107,813	13,340	10,537	23,877	--	--	6-3-3	No	7	16	16	Yes	No
Lansing, Mich.[f]	107,807	16,436	11,078	27,514	892	852	6-3-3	Yes	6	16	16	Yes	No
Elizabeth, N.J.	107,698	8,117	6,980	15,097	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Duluth, Minn.	106,884	12,076	9,622	21,688	253	655	6-3-3	Yes	7	16	16	Yes	Yes
Peoria, Ill.	103,162	13,916	4,387	18,303	--	--	6-2-4	Yes	6	16	16	No	No
New Bedford, Mass.	102,477	--	--	--	--	--	6-3-3	Yes	7	16	14	Yes	Yes
Niagara Falls, N.Y.	102,394	10,936	8,246	19,182	645	1,201	6-3-3	Yes	7	16	16	Yes	Yes
Wichita Falls, Tex.	101,724	10,848	7,772	18,620	285	165	6-2-4	No	6	14	14	Yes	Yes
Torrance, Cal.	100,991	22,268	6,867	29,135	3,721	2,566	8-4	Yes	8	18	18	Yes	Yes
Utica, N.Y.	100,410	7,014	7,080	14,094	611	525	6-2-4	Yes	7	16	16	No	No
Santa Ana, Cal.	100,350	--	--	--	--	--	6-3-3	Yes	--	16	16	Yes	Yes
Fall River, Mass.	99,942	8,448	4,694	13,142	--	--	6-3-3	Yes	7	16	16	Yes	Yes
Saginaw, Mich.	98,265	12,345	8,831	21,176	625	1,309	6-3-3	Yes	5	16	16	Yes	Yes
Reading, Pa.	98,177	8,451	6,202	14,653	477	523	6-3-3	Yes	8	17	16	Yes	Yes
Waco, Tex.	97,808	10,578	8,315	18,893	269	148	6-3-3	No	7	16	16	Yes	Yes
Columbia, S.C.	97,433	19,080	13,608	32,688	--	--	6-2-4	No	none		--	No	No
Roanoke, Va.[f]	97,110	11,595	8,582	20,177	775	837	6-3-3	No	7	16	16	Yes	No
Somerville, Mass.	94,697	7,692	5,118	12,810	--	--	6-3-3	Yes	7	16	16	Yes	Yes
San Bernardino, Cal.	91,922	18,427	17,117	35,544	--	--	6-3-3	Yes	8	18	16	Yes	Yes
Burbank, Cal.	90,155	8,303	7,430	15,733	2,012	2,376	6-3-3	Yes	8	16	16	Yes	Yes

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a/ All information included with the exception of city population has been supplied by the school systems. Where a dash is indicated no information was available.

b/ Source: U.S. Bureau of the Census, 1960.

c/ 1962 Data.

d/ The figures for 1962 do not include transfers within the same school system.

e/ Practically all state laws contain some exemptions to the age requirements for school attendance. One of the most frequent exemptions is: That the child be 14 years old, have completed the 8th grade, and be lawfully and legally employed. Source: State Legislation on School Attendance, U.S. Office of Education, Washington, D.C.: January 1, 1960. OE-24000. Circular #615. p. 5.

f/ Texts are not supplied beginning in Grade 9.

APPENDIX B. TABLE B.--SCHOOL SYSTEMS WITH GRADE ORGANIZATIONS DIFFERENT FROM A 6-3-3 ORGANIZATION

8-4 Grade Organization exists in:

Group A	Chicago, Ill.; St. Louis, Mo.
Group B	Indianapolis, Ind.; Phoenix, Ariz.; Birmingham, Ala.; Toledo, Ohio
Group C	El Paso, Texas; Dayton, Ohio
Group D	Hartford, Conn.; Bridgeport, Conn.; Paterson, N.J.; Evansville, Ind.; South Bend, Ind.; Canton, Ohio; Scranton, Pa.; Torrance, Calif.

6-2-4 Grade Organization exists in:

Group C	Tucson, Ariz.
Group D	Gary, Ind.; Columbus, Ga.; Hammond, Ind.; Peoria, Ill.; Wichita Falls, Texas; Utica, N.Y.; Columbia, S.C.

7-5 Grade Organization exists in:

Group B	Kansas City, Mo.; Atlanta, Ga.
Group D	Newport News, Va.

6-6 Grade Organization exists in:

Group B	Rochester, N.Y.

APPENDIX B. TABLE C.--MINIMUM COMPULSORY "SCHOOL ATTENDANCE" AGE

5 Years.... (2 cities)	Kansas City, Kans.; Saginaw, Michigan
6 Years.... (27 cities)	Detroit, Mich.; Houston, Texas; Cleveland, Ohio; St. Louis, Mo.; New Orleans, La.; San Diego, Calif.; Cincinnati, Ohio; Columbus, Ohio; Fort Worth, Texas; Toledo, Ohio; Akron, Ohio; Dayton, Ohio; Wichita, Kans.; Providence, R.I.; Flint, Mich.; Salt Lake City, Utah; Gary, Ind.; Grand Rapids, Mich.; Youngstown, Ohio; South Bend, Ind.; Newport News, Va.; Canton, Ohio; Dearborn, Mich.; Winston-Salem, N.C.; Lansing, Mich.; Peoria, Ill.; Wichita Falls, Texas
7 Years.... (70 cities)	New York, N.Y.; Chicago, Ill.; Baltimore, Md.; Washington, D.C.; Milwaukee, Wis.; Boston, Mass.; Dallas, Texas San Antonio, Texas; Buffalo, N.Y.; Memphis, Tenn.; Atlanta, Ga.; Minneapolis, Minn.; Indianapolis, Ind.; Kansas City, Mo.; Newark, N.J.; Louisville, Ky.; Birmingham, Ala.; Oklahoma City, Okla.; Rochester, N.Y.; St. Paul, Minn.; Omaha, Nebr. Miami, Fla.; El Paso, Texas; Tampa, Fla.; Tulsa, Okla.; Des Moines, Ia.; Mobile, Ala.; Charlotte, N.C.; Albuquerque, N.Mex.; Jacksonville, Fla. Yonkers, N.Y.; Austin, Texas; Spokane, Wash.; St. Petersburg, Fla.; Springfield, Mass.; Nashville, Tenn.; Corpus Christi, Texas.; Arlington, Va.; Shreveport, La.; Hartford, Conn.; Fort Wayne, Ind.; Bridgeport, Conn.; Baton Rouge, La.; New Haven, Conn.; Savannah, Ga.; Paterson, N.J.; Evansville, Ind.; Montgomery, Ala.; Chattanooga, Tenn.; Albany, N.Y.; Lubbock, Texas; Lincoln, Nebr.; Madison, Wis.; Greensboro, N.C.; Topeka, Kans.; Beaumont, Texas; Camden, N.J.; Columbus, Ga.; Knoxville, Tenn.; Hammond, Ind.; Little Rock, Ark.; Elizabeth, N.J.; Duluth, Minn.; New Bedford, Mass.; Niagara Falls, N.Y.; Utica, N.Y.; Fall River, Mass.; Waco, Texas; Roanoke, Va.; Somerville, Mass.
8 Years.... (22 cities)	Los Angeles, Calif.; Philadelphia, Pa.; San Francisco, Calif.; Pittsburgh, Pa.; Seattle, Wash.; Denver, Colo.; Oakland, Calif.; Long Beach, Calif.; Tucson, Ariz.; San Jose, Calif.; Sacramento, Calif.; Tacoma, Wash.; Erie, Pa., Fresno, Calif.; Pasadena, Calif.; Scranton, Pa.; Berkeley, Calif.; Torrance, Calif.; Reading, Pa.; San Bernardino, Calif.; Burbank, Calif.; Glendale, Calif.
No Information (7 cities).	Phoenix, Ariz.; Norfolk, Va.; Richmond, Va.; Jackson, Miss.; Allentown, Pa.; Santa Ana, Calif.; Columbia, S.C.

APPENDIX B. TABLE D.--MAXIMUM COMPULSORY "SCHOOL ATTENDANCE" AGE

14 Years.... (1 city)	Wichita Falls, Texas
15 Years.... (1 city)	Kansas City, Kans.
16 Years.... (86 cities)	New York, N.Y.; Chicago, Ill.; Los Angeles, Calif.; Detroit, Mich.; Baltimore, Md.; Houston, Texas; Washington, D.C.; St. Louis, Mo.; San Francisco, Calif.; Boston, Mass.; Dallas, Texas; New Orleans, La. San Antonio, Texas; Denver, Colo.; Atlanta, Ga.; Minneapolis, Minn.; Indianapolis, Ind.; Kansas City, Mo.; Newark, N.J.; Louisville, Ky.; Fort Worth, Texas; Long Beach, Calif.; Birmingham, Ala.; St. Paul, Minn.; Omaha, Nebr. Miami, Fla.; El Paso, Texas; Tampa, Fla.; Wichita, Kans.; Tucson, Ariz.; Des Moines, Ia.; Providence, R.I.; Mobile, Ala.; Charlotte, N.C.; Jacksonville, Fla. Flint, Mich.; Yonkers, N.Y.; Austin, Texas; Spokane, Wash.; St. Petersburg, Fla.; Gary, Ind.; Grand Rapids, Mich.; Springfield, Mass.; Corpus Christi, Texas; Arlington Co., Va.; Shreveport, La.; Hartford, Conn.; Fort Wayne, Ind.; Bridgeport, Conn.; Baton Rouge, La.; New Haven, Conn.; Savannah, Ga.; Tacoma, Wash.; Paterson, N.J.; Evansville, Ind.; Montgomery, Ala.; South Bend, Ind.; Albany, N.Y.; Lubbock, Texas; Lincoln, Nebr.; Greensboro, N.C.; Topeka, Kans.; Beaumont, Texas; Camden, N.J.; Columbus, Ga.; Pasadena, Calif.; Newport News, Va.; Dearborn, Mich.; Hammond, Ind.; Scranton, Pa.; Winston-Salem, N.C.; Little Rock, Ark.; Lansing, Mich.; Elizabeth, N.J.; Duluth, Minn.; Peoria, Ill.; New Bedford, Mass.; Niagara Falls, N.Y.; Utica, N.Y.; Santa Ana, Calif.; Fall River, Mass.; Saginaw, Mich.; Waco, Texas; Roanoke, Va.; Somerville, Mass.; Burbank, Calif.
17 Years.... (12 cities)	Philadelphia, Pa.; Pittsburgh, Pa.; Buffalo, N.Y.; Memphis, Tenn.; Rochester, N.Y.; Albuquerque, N.Mex.; Nashville, Tenn.; Erie, Pa.; Chattanooga, Tenn.; Knoxville, Tenn.; Allentown, Pa.; Reading, Pa.
18 Years....	Cleveland, Ohio; Milwaukee, Wis.; San Diego, Calif.; Seattle, Wash.; Cincinnati, Ohio; Columbus, Ohio; Oakland, Calif.; Oklahoma City, Okla.; Toledo, Ohio, Akron, Ohio; Dayton, Ohio; Tulsa, Okla.; San Jose, Calif.; Sacramento, Calif.; Salt Lake City, Utah; Youngstown, Ohio; Fresno, Calif.; Madison, Wis.; Glendale, Calif.; Canton, Ohio; Berkeley, Calif.; Torrance, Calif.; San Bernardino, Calif.
No Information (5 cities).	Phoenix, Ariz.; Norfolk, Va.; Richmond, Va.; Jackson, Miss.; Columbia, S.C.

APPENDIX B. TABLE E.--COMPULSORY ATTENDANCE AGE-SPAN

5-15.... (1 city)	Kansas City, Kans.
5-16.... (1 city)	Saginaw, Mich.
6-14.... (1 city)	Wichita Falls, Texas
6-16.... (16 cities)	Detroit, Mich.; Houston, Texas; St. Louis, Mo.; New Orleans, La.; Fort Worth, Texas; Wichita, Kans.; Providence, R.I.; Flint, Mich.; Gary, Ind.; Grand Rapids, Mich.; South Bend, Ind.; Newport News, Va.; Dearborn, Mich.; Winston-Salem, N.C.; Lansing, Mich.; Peoria, Ill.
6-18.... (10 cities)	Cleveland, Ohio; San Diego, Calif.; Cincinnati, Ohio; Columbus, Ohio; Toledo, Ohio; Akron, Ohio; Dayton, Ohio; Salt Lake City, Utah; Youngstown, Ohio; Canton, Ohio
7-16.... (59 cities)	New York, N.Y.; Chicago, Ill.; Baltimore, Md.; Washington, D.C.; Boston, Mass.; Dallas, Texas San Antonio, Texas; Atlanta, Ga.; Minneapolis, Minn.; Indianapolis, Ind.; Kansas City, Mo.; Newark, N.J.; Louisville, Ky.; Birmingham, Ala.; St. Paul, Minn.; Omaha, Nebr. Miami, Fla.; El Paso, Texas; Tampa, Fla.; Des Moines, Ia.; Mobile, Ala.; Charlotte, N.C.; Jacksonville, Fla. Yonkers, N.Y.; Austin, Texas; Spokane, Wash.; St. Petersburg, Fla.; Springfield, Mass.; Corpus Christi, Texas; Arlington County, Va.; Shreveport, La.; Hartford, Conn.; Fort Wayne, Ind.; Bridgeport, Conn.; Baton Rouge, La.; New Haven, Conn.; Savannah, Ga.; Paterson, N.J.; Evansville, Ind.; Montgomery, Ala.; Albany, N.Y.; Lubbock, Texas; Lincoln, Nebr.; Greensboro, N.C.; Topeka, Kans.; Beaumont, Texas; Camden, N.J.; Columbus, Ga.; Hammond, Ind.; Little Rock, Ark.; Elizabeth, N.J.; Duluth, Minn.; New Bedford, Mass.; Niagara Falls, N.Y.; Utica, N.Y.; Fall River, Mass.; Waco, Texas; Roanoke, Va.; Somerville, Mass.
7-17.... (7 cities)	Buffalo, N.Y.; Memphis, Tenn.; Rochester, N.Y.; Albuquerque, N. Mex.; Nashville, Tenn.; Chattanooga, Tenn.; Knoxville, Tenn.
7-18.... (4 cities)	Milwaukee, Wis.; Oklahoma City, Okla.; Tulsa, Okla.; Madison, Wis.
8-16.... (9 cities)	Los Angeles, Calif.; San Francisco, Calif.; Denver, Colo.; Long Beach, Calif.; Tucson, Ariz.; Tacoma, Wash.; Pasadena, Calif.; Scranton, Pa.; Burbank, Calif.
8-17.... (4 cities)	Philadelphia, Pa.; Pittsburgh, Pa.; Erie, Pa.; Reading, Pa.
8-18.... (9 cities)	Seattle, Wash.; Oakland, Calif.; San Jose, Calif.; Sacramento, Calif.; Fresno, Calif.; Glendale, Calif.; Berkeley, Calif.; Torrance, Calif.; San Bernardino, Calif.
Not Reported (5 cities)	Phoenix, Ariz.; Norfolk, Va.; Richmond, Va.; Jackson, Miss.; Columbia, S.C.

APPENDIX B. TABLE F.--SYSTEMS WHICH DO NOT PROVIDE FREE TEXTBOOKS TO PUPILS

Elementary and Secondary Grades (15 cities)

Group A	None
Group B	Indianapolis, Ind.
Group C	Wichita, Kans.
Group D	Gary, Ind.; Grand Rapids, Mich.; Fort Wayne, Ind.; Evansville, Ind.; South Bend, Ind.; Montgomery, Ala.; Madison, Wis.; Kansas City, Kans.; Topeka, Kans.; Hammond, Ind.; Peoria, Ill.; Utica, N.Y.; Columbia, S.C.

Secondary Grade Only (17 cities)

Group A	Detroit, Mich.; Milwaukee, Wis.
Group B	Denver, Colo.; Kansas City, Mo.; Phoenix, Ariz.; Louisville, Ky.; Birmingham, Ala.; Norfolk, Va.
Group C	Dayton, Ohio; Charlotte, N.C.; Tucson, Ariz.; Mobile, Ala.
Group D	Salt Lake City, Utah; Greensboro, N.C.; Little Rock, Ark.; Lansing, Mich.; Roanoke, Va.

APPENDIX B. TABLE G.--SYSTEMS WHICH DO NOT PROVIDE FREE KINDERGARTEN CLASSES.

Group A ...	Dallas, Texas
Group B ...	San Antonio, Texas; Memphis, Tenn.; Louisville, Ky.; Fort Worth, Texas; Birmingham, Ala.; Norfolk, Va.
Group C ...	El Paso, Texas; Tampa, Fla.; Tucson, Ariz.; Mobile, Ala.; Charlotte, N.C.; Albuquerque, N. Mex.; Jacksonville, Fla.
Group D ...	Austin, Texas; Spokane, Wash.; St. Petersburg, Fla.; Corpus Christi, Texas; Shreveport, La.; Baton Rouge, La.; Savannah, Ga.; Jackson, Miss.; Erie, Pa.; Montgomery, Ala.; Chattanooga, Tenn.; Lubbock, Texas; Greensboro, N.C.; Beaumont, Texas; Newport News, Va.; Knoxville, Tenn.; Winston-Salem, N.C.; Little Rock, Ark.; Wichita Falls, Texas; Columbia, S.C.; Roanoke, Va.

APPENDIX C

QUESTIONNAIRE

DROPOUT QUESTIONNAIRE FOR BIG CITIES

Note: The following questions refer to public elementary and secondary day schools. Omit junior colleges. Use estimates where necessary, marking items as estimates (E). Please return the form with such figures as can be provided even though replies to some questions may be incomplete.

1. Name of School District ______________________________

   City ______________________ State ______________

2. Which of the following grade plans is most typical for your district?

   ☐ 6-3-3 ☐ 6-2-4 ☐ 6-6 ☐ Other: __________

3. Compulsory school attendance age in your District:

   From: ______ years ______ months. To: ______ years ______ months.

4. At what age can a child legally leave school in your district if he has the promise of full employment? ______ years ______ months.

5. Are required textbooks supplied free of charge to students in your:

   a.) elementary schools? ☐ YES ☐ NO

   b.) junior high schools? ☐ YES ☐ NO

   c.) senior high schools? ☐ YES ☐ NO

6. Are free public kindergartens provided by your school system?

   ☐ YES ☐ NO

7. What is your present (1962-63) pupil enrollment for the following grade levels?

   Elementary: ____________ Secondary: ____________ Total: ____________

8. Selecting the most recent school-year for which figures are available, what was the annual number of pupil TRANSFERS, grades 1-12:

	Number	School Year
a. INTO your school system from all other school systems:	__________	196___ - 196___
b. INTO your school system from out-of-state schools:	__________	196___ - 196___
c. FROM your school system to all other school systems:	__________	196___ - 196___
d. FROM your school system to out-of-state schools:	__________	196___ - 196___

(Con't.)

9. Has your System conducted a dropout study within the last three years?
☐ YES ☐ NO

10. a. Are there programs or projects designed for dropouts or potential dropouts now underway, or about to be introduced, in your district? ☐ YES ☐ NO

b. If Yes, please list either titles of these programs or Names of Schools with programs. ______________________________

____

____

(If you answered YES to either 9 or 10 above, we would greatly appreciate receiving additional information, literature, or copies of reports describing these activities. Enclose with this questionnaire or send separately.)

11. a. What were the total pupil enrollments in your System on October 1, or whenever enrollment was recorded early in the school year for the following years and grades? (Include enrollments in "special schools" and vocational high schools if appropriate; exclude "continuation school" enrollments.)

Grade	Oct. 1954	Oct. 1955	Oct. 1956	Oct. 1957	Oct. 1958	Oct. 1959	Oct. 1960	Oct. 1961	Oct. 1962
5									
6									
7									
8									
9									
10									
11									
12									

b. What were the TOTAL number of graduates, as of June, for each of the following school years?

	1954-5	1955-6	1956-7	1957-8	1958-9	1959-60	1960-1	1961-2	1962-3 (Est.)
Graduates									

(Con't.)

12. a. If you have separate vocational high schools (grades 9-12 or 10-12), please complete the following:

Grade	Oct. 1957	Oct. 1958	Oct. 1959	Oct. 1960	Oct. 1961	Oct. 1962
9						
10						
11						
12						

b. What were the TOTAL number of graduates from these schools, as of June, for each of the following school years?

	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63 Est.
Graduates						

13. Comments or Remarks:

14. For additional information concerning data provided on this form, contact:

Name: ______________________

Title: ______________________

Address: ______________________

Please return this form by April 30 to:

Project on School Dropouts
National Education Association
1201 Sixteenth Street, NW
Washington 6, D.C.
Attention: City Survey

SUPPLEMENT TO

DROPOUT QUESTIONNAIRE FOR

BIG CITIES

SPRING 1963

Name of School District: ______________________________

City ______________________________ State ______________

Directions: The following item pertains to the questionnaire compiled and returned to us by your district earlier this year. The item refers to day high schools only. Exclude evening and adult education program graduates; include graduates of day vocational and regular high schools.

1. HOW MANY STUDENTS WERE GRADUATED FROM HIGH SCHOOL IN YOUR SCHOOL DISTRICT IN EACH OF THE FOLLOWING YEARS?

TOTAL	1956-7	1957-8	1958-9	1959-60	1960-1	1961-2	1962-3
DAY HIGH SCHOOL GRADUATES *							

*Exclude junior high school graduates and graduates of evening or adult education programs; include day high school graduates and vocational high school graduates.

2. Comments or Remarks:

Person Completing This Form:

Name: ______________________

Title: ______________________

Address: ______________________

____

Please complete and return this form by August 9 to:

Project on School Dropouts
Attention: City Survey
National Education Association
1201 Sixteenth Street, N.W.
Washington 36, D.C.

PROJECT: SCHOOL DROPOUTS

OVERCOMING FAILURE/AN ACTION PROGRAM/CONSULTATION CLEARING HOUSE RESEARCH

DANIEL SCHREIBER, DIRECTOR
ADAMS 4-4848

I am most appreciative of your help in honoring our last, as well as previous request for the number of 1963 day high school graduates. This will enable us to publish the latest and most current holding power rates.

I think you will be happy to know that the compilation of the data is moving along well. However, we do run into a snag every now and then. In going over your report, some items are not clear to us. Most likely since we are not too familiar with local school statistics, the lack of understanding is due to our ignorance. I'm sure that you can clarify it for us.

Specifically, your report states,

	1956-7	1957-8	1958-9	1959-60	1960-61	1961-62	1962-63
12 Grade Enrollment							
Day High School Graduates							
	1957	1958	1959	1960	1961	1962	1963

This means that for the following year(s) ____________, there were more day high school graduates than there were students in grade 12, (or the number of graduates approximated closely the number of students in grade 12). If this has been caused by an error in transcription will you please make the necessary corrections, and return the enclosed form to us. If there are other reasons for the apparent anomaly, will you please let us know.

Again my sincere thanks to you for being so cooperative.

Very sincerely yours,

Daniel Schreiber

Daniel Schreiber,
Director

DS:an

NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON 6, D.C.

APPENDIX D

LIST OF SCHOOL SYSTEMS AND RESPONDENTS

APPENDIX D

School Systems and Respondents

NEW YORK, N.Y.: Board of Education
Leonard Moriber, Acting Research Associate
Bureau of Educational Program Research and Statistics
CHICAGO, ILL.: Board of Education
Mrs. Blanche B. Paulson, Director
Bureau of Pupil Personnel Services
LOS ANGELES, CALIF.: Unified School District
Sam Hamerman, Coordinator
Youth Opportunities
PHILADELPHIA, PA.: Board of Education
Robert D. Taber, Director, Pupil Personnel
DETROIT, MICH.: Public Schools
Dr. S. M. Brownell, Superintendent
BALTIMORE, MD.: City Public Schools
Dr. George B. Brain, Superintendent
Public Instruction
HOUSTON, TEXAS: Independent School District
Dr. H.A. Jahnke, Director
Research and Pupil Accounting
CLEVELAND, OHIO: Public Schools
Joseph L. Mazur, Chief
Bureau of Educational Research
WASHINGTON, D.C.: Public Schools
Boise L. Bristor, Statistician
ST. LOUIS, MO.: Public Schools
Otto P. Rost, Director Secondary Education
MILWAUKEE, WIS.: Public Schools
T. J. Kuemmerlein, Director
Department of Pupil Personnel
SAN FRANCISCO, CALIF.: Unified School District
Dr. John L. Roberts, Coordinator
Child Welfare
BOSTON, MASS.: School Department
DALLAS, TEXAS: Independent School District
Don E. Matthews, Assistant Superintendent
Special Services
NEW ORLEANS, LA.: Parish Public Schools
Dr. Edwin F. Stumpf, Jr., Director
Secondary and Vocational Education
PITTSBURGH, PA.: Board of Public Education
O.J. Schwarm, Assistant Superintendent
Pupil Services
SAN ANTONIO, TEXAS: Independent School Dist.
James T.Shea, Assistant Superintendent
SAN DIEGO, CALIF.: Unified School District
Paul L. Seramur, Administrative Research Assistant
SEATTLE, WASH.: Public Schools
Harold B. Jeffery, Director of Research
BUFFALO, N.Y.: City School District
Dwight E. Beecher, Associate Superintendent
CINCINNATI, OHIO: Public Schools
Guy W. Buddemeyer, Director
Division of Research
MEMPHIS, TENN.: City Schools
Harry B. Sharp, Assistant Superintendent
Guidance, Testing & Attendance
DENVER, COLO.: School District
Royal P. Barry, Director
Budgetary Services
ATLANTA, GA.: Board of Education
O. L. Boozer, Director
Pupil Records and Services
MINNEAPOLIS, MINN.: Public Schools
Chester A. Sorensen, Director
Administrative Research
INDIANAPOLIS, IND.: Public Schools
Paul I. Miller, Assistant Superintendent
KANSAS CITY, MO.: School District
Dr. Clyde J. Baer, Director
Department of Research
COLUMBUS, OHIO: Public Schools
H. M. Williams, Director
Pupil Personnel & Health Services
PHOENIX, ARIZ.: Union High School System
Lewis Allbee, Assistant Superintendent
LOUISVILLE, KY.: Public Schools
Ben X. Freeman, Director, Pupil Personnel
OAKLAND, CALIF.: Public Schools
Forrest C. Michell, Assistant Superintendent
FORT WORTH, TEXAS: Public Schools
Eldon B. Busby, Deputy Superintendent
LONG BEACH, CALIF.: Unified School District
Paul Borgfeld, Supervisor
Educational Statistics
BIRMINGHAM, ALA.: Public Schools
H. Claxton Sparks, Director of Surveys
OKLAHOMA CITY, OKLA.: Public Schools
William H. French, Director of Research
ROCHESTER, N.Y.: City School District
Dr. Alfred Stiller, Director of Guidance
TOLEDO, OHIO: Board of Education
Richard Pheatt, Director
Department of General Research
ST. PAUL, MINN.: Public Schools
Louis Haak, Research Assistant
NORFOLK, VA.: City Public Schools
Mr. Dixie W. Moore, Director
Pupil Personnel
OMAHA, NEBR.: Public Schools
Don A. Warner, Assistant Superintendent
MIAMI, FLA.: Dade County Public Schools
Jonathan Gillingham, Assistant Director
Research & Information
AKRON, OHIO: Public Schools
Sumner Vanica, Executive Director
Pupil Personnel & Evaluation

EL PASO, TEXAS: Independent School District
John E. Hardy, Director
Census and Research Department
TAMPA, FLA.: Hillsborough Co. Public Schools
A. L. Vergason, Director of Administration
DAYTON, OHIO: City Public Schools
Ralph D. Curk, Director of Research
TULSA, OKLA.:Independent School Dist. No. 1
Dr. Roger Duncan, Director of Research
WICHITA, KANS.: Public Schools
Lawrence H. Shepoiser
Superintendent of Schools
RICHMOND, VA.: Public Schools
Edward F. DeFord, Assistant Director
Research
TUCSON, ARIZ.: Public Schools
Thomas L. Lee, Assistant Superintendent
DES MOINES, IOWA, Independent Community Schools
Dr. Elroy Condit, Pupil Accounting & Statistics
PROVIDENCE, R.I.: School Department
Bernard J. Buonanno, Supervisor
Guidance and Placement
SAN JOSE, CALIF.: Unified School District
Roy B. Bursch, Director of Guidance
MOBILE, ALA.: County School Board
Bobby R. Clarely and Angie Russell
CHARLOTTE, N.C.: Charlotte City-Mecklenburg County School District
Dr. Wayne C. Church, Director of Research
ALBUQUERQUE, N. Mex.: Public Schools
Dr. Robert J. Myers, Executive Assistant
JACKSONVILLE, FLA.: Duval Co. Public Schools
Lucille C. Crysell, Coordinator
Guidance Services
FLINT, MICH.: City School District
Mrs. Harriet Latimer, Director
Research Services Department
SACRAMENTO, CALIF.: Unified School District
Walter A. Parsons and Russell R. Kircher
YONKERS, N.Y.: Public Schools
Stanley S. Wynstra, Superintendent
SALT LAKE CITY, UTAH: Board of Education
Dr. L. D. Schroder, Assistant Superintendent
AUSTIN, TEXAS: Independent School District
M. Ashley, Principal
University Junior High School
SPOKANE, WASH.: School District No. 81
Donald R. Waldrip, Director of Research
ST. PETERSBURG, FLA.: Pinellas County Board of Public Instruction
GARY, IND.: Public School System
Dr. W. E. Wiley, Assistant Superintendent
GRAND RAPIDS, MICH.: Public Schools
Robert Williams, Director
Pupil Personnel
SPRINGFIELD, Mass.: Public Schools
Thomas A. Kenefick, Director
Bureau of Pupil Services
NASHVILLE, TENN.: City Schools
Arthur F. Klein, Director
Research and Statistics
CORPUS CHRISTI, TEXAS: Independent School District
ARLINGTON, VA.: County Public Schools
John L. Palmer, Director of Research
SHREVEPORT, LA.: Caddo Parish School Board
Mrs. Arminda D. Riser, Supervisor
Guidance and Research
HARTFORD, CONN.: Board of Education
J. L. Nathanson, Director of Research
FORT WAYNE, IND.: Community Schools
Dr. D. L. Musselman, Director of Guidance
BRIDGEPORT, CONN.: Board of Education
Lester Silverstone, Director of Guidance
BATON ROUGE, LA.: Parish School Board
Mrs. Aunnie Lee Webb, Supervisor
Census & Visiting Teachers
NEW HAVEN, CONN.: Board of Education
Dr. Pearl Rosenstein
Director of Pupil Services
SAVANNAH, GA.: Chatham County Schools
D. Leon McCormac, Superintendent of Schools
TACOMA, WASH.: Public Schools
Dr. Angelo Giaudrone, Superintendent
JACKSON, MISS.: Municipal Separate School District
Dr. J. D. Barker, Director of Testing
PATERSON, N.J.: Board of Education
Dr. Herbert J. Lipsitz
Assistant Superintendent
EVANSVILLE, IND.: Evansville-Vanderburgh School Corporation
William C. Jardine, Director
Pupil Personnel
ERIE, PA.: City Public Schools
Dr. Joseph H. Zipper
Superintendent of Schools
MONTGOMERY, ALA.: Public Schools
W. T. McKee, Superintendent of Schools
FRESNO, CALIF.: City Unified School District
Margaret L. Thomas, Director
Guidance and Testing
SOUTH BEND, IND.: Community School Corp.
Dr. Eldon E. Ruff, Director of Guidance
CHATTANOOGA, TENN.: Public Schools
Roy E. Batchelor, Coordinator
Pupil Personnel Services
ALBANY, N.Y.: Public Schools
David Bray, Director of Guidance
LUBBOCK, TEXAS: Independent School District
G. B. Morris, Coordinator of Guidance
LINCOLN, NEBR.: Public Schools
E. E. Wahl, Coordinator of Research
MADISON, WIS.: Public Schools
Carl H. Waller, Director
Child Study and Service
KANSAS CITY, KANS.: Public Schools
O. L. Plucker, Superintendent of Schools

GREENSBORO, N.C.: Public Schools
P. J. Weaver, Superintendent of Schools
TOPEKA, KANS.: Public Schools
Ray Tilzey, Director
Pupil Accounting and Research
GLENDALE, CALIF.: Unified School District
Mrs. Janet Gottfredson, Director
Guidance Services
BEAUMONT, TEXAS: Independent School District
Fred W. Hunter, Superintendent of Schools
CAMDEN, N.J.: City Public Schools
Leonard E. Coplein, Coordinator
Curriculum & Instruction
COLUMBUS, GA.: Muscogee Co. School District
Nathan M. Patterson, Assistant Superintendent for Special Services
PASADENA, CALIF.: Unified School District
Dr. Joseph T. Hanson, Director of Research
NEWPORT NEWS, VA.: Public Schools
R. O. Nelson, Superintendent of Schools
CANTON, OHIO: City Public Schools
Lloyd M. Swan, Director
Pupil Personnel
DEARBORN, MICH.: City School District
C. Roscoe Simmons, Staff Director
KNOXVILLE, TENN.: City Schools
R. M. Wyatt, Supervisor
Child Personnel Department
HAMMOND, IND.: Public Schools
E. R. Nelson, Director of Attendance
SCRANTON, PA.: School District
Dr. Richard F. McNichols
Superintendent of Schools
BERKELEY, CALIF.: Unified School District
C. H. Wennerberg, Superintendent
WINSTON-SALEM, N.C.: City Schools
C. T. Leinback, Jr., Comptroller
ALLENTOWN, PA.: School District
John T. Shuman, Assistant Superintendent
LITTLE ROCK, ARK.: Public Schools
Floyd W. Parsons, Superintendent
LANSING, MICH.: Public Schools
Russell L. Schneider, Administrative Assistant
ELIZABETH, N.J.: Public Schools
John E. Dwyer, Superintendent of Schools
DULUTH, MINN.: Special School Dist. No. 3
Sherman E. Iverson, Director of Guidance
PEORIA, ILL.: Public Schools
Harold Kirkhus, Director of Research
NEW BEDFORD, MASS.: Public Schools
Dr. James R. Hayden
Superintendent of Schools
NIAGARA FALLS, N.Y.: School District
Dr. John V. Joyce, Director
Research and Guidance
WICHITA FALLS, TEXAS: Independent School District
G. H. Kirby, Assistant Superintendent
TORRANCE, CALIF.: Unified School District
R. J. Ellsworth, Attendance Advisor
UTICA, N.Y.: Public Schools
Theodore F. Reusswig, Superintendent
SANTA ANA, CALIF.: Unified School District
Milton R. Sanden, Assistant Superintendent
FALL RIVER, MASS.: Public Schools
Robert J. Nagle, Superintendent of Schools
SAGINAW, MICH.: City School District
L. T. Soper, Assistant Superintendent
READING, PA.: Public Schools
Robert Z. Snyder, Director
Guidance and Attendance
WACO, TEXAS: Independent School District
Avery R. Downing, Superintendent
COLUMBIA, S.C.: Richland County School District No. 1
Sarah T. White, Attendance Supervisor
ROANOKE, VA.: Public Schools
E. W. Rushton, Superintendent
SOMERVILLE, MASS.: Public Schools
Dr. George K. Coyne, Assistant Superintendent
SAN BERNARDINO, CALIF.: City Schools
Phillip A. Allred
Assistant for Administrative Services
BURBANK, CALIF.: Unified School District
Dr. Edwin C. Clark, Director of Research
YOUNGSTOWN, OHIO: City Schools
C. H. Schoenhard, Supervisor
Division Child Accounting